The Process of Organizing and Developing Pesantren (Islamic Boarding Schools) Into Modern Institutions: A Multi-Cases Study in Indonesia

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Abstracts: This study reviews and examines how Pesantren (Islamic Boarding Schools) exist, starting from the process of organizing, developing, what obstacles are found, up to what strategy is used by the pesantren to develop and maintain its existence. A qualitative approach was used in this study. Data collection from the multiple case studies was through observation, interview and document study. data was analyzed through a reduction process by analyzing each individual case then also analyzed across cases in a cross-case analysis. The data was also checked for validity, reliability and objectivity to ascertain the degree of credibility, dependability and conformability. The cross-case findings show that pesantren after establishment go through phases that involve the initial process of searching for identity to efforts to maintain existence through a formulated support system. Pesantrens have a unique organizational culture in various aspects and parts and are not the same as other organizational cultures. The process of organizing pesantrens indicated dynamism in the organizational process while adapting more formal administrative and procedural approaches that conform with contemporary organization management models. It was also found that the challenges of pesantren are more from internal factors especially relating to resistance to change and development emanating from the mindset of the leadership. The study reveals the spiritual framework of the founders of pesantrens in pioneering, organizing and developing their institutions. The novelty of this study lies in its comprehensive examination of pesantren starting from the process of organizing, developing and the strategies used during the development process how they exist, obstacles faced up to the strategies they use to develop and maintain their existence. The changing environment has compelled pesantren continue to improve and move minds to grow initiatives to keep up with the changes. and incorporate conventional elements into the implementation of their education system as they face a dilemma between changing or dying under pressure from the power of change itself.

Keywords: Education Management, Pesantren, Organizational Management, Change Management

1. INTRODUCTION

Pesantren (Islamic Boarding Schools) are educational institutions with a traditional Islamic style that aim to understand, live and apply the teachings of Islam and instill the moral values of Islam as a way of life in society, nation and religion. Pesantrens emerged and were born out of a very fundamental and inherent obligation for every human being, namely calling for and carrying out Islamic da'wah, expanding and developing Islamic teachings as well as producing Islamic cadres who are able to make a real contribution to society in general [1] .

As an educational institution that is produced from indigenous cultural products, Pesantrens have a very significant role in educating the nation's life and raising the dignity of the country in the eyes of the world. As mandated in the opening of the 1945 Constitution and the noble ideals of the Indonesian education system contained in the National Education System Law No. 20 of 2003.

Historically, Pesantrens emerged and began with the provision of education in places used for recitation activities ("*nggon ngaji*"). This model then continues to develop into the establishment of places to stay for students (*santri*), which are then called pesantren. Even though it was far from being luxurious and very simple, at that time pesantren education was the only well-administered and structured educational institution, so this education was considered very prestigious. It is in this institution that Indonesian Muslims study the basic doctrines of Islam, especially practices in religious life [2] .

In practice, Pesantrens teach their students with traditional Islamic education. In it there are contents of religious knowledge which are conveyed by classical methods under the guidance and assistance of a murabbi/teacher known as a "Kyai". So that the essence of the pesantren consists of five basic components, namely, huts or dormitories, mosques, students, clerics and teaching of classic books (the Yellow Book) [4], [5] .

At the beginning of its emergence, pesantren already had several different social stratifications. The simplest level of pesantren only teaches how to read Arabic letters and the Koran. While the rather high-level pesantren are those which teach various books of fiqh, aqidah, and sometimes Sufi practices, in addition to Arabic grammar (Nahwu Sharraf) [6] .

The characteristics of the typical pesantren can be seen from the organizational culture of the pesantren itself which does have quite significant differences when compared to other organizations in general. Some researchers call pesantren as a sub-culture that is idiosyncratic. The way of teaching is also unique. The Kyai, who is usually the founder and owner of the pesantren, reads a classic Arabic religious manuscript known as the "yellow book". While students listen while giving notes (ngesahi, Javanese) on the book being read [7] .

Specifically, a description of Pesantrens along with their objectives, functions and formal legality based on juridical provisions is regulated in the Government Regulation of the Republic of Indonesia Number 55 of 2007 concerning Religious Education and Religious Education Article 26 Point (1) which states that Pesantrens provide education with the aim of instilling faith. and devotion to Allah SWT, noble character, and Pesantren traditions to develop students' abilities, knowledge, and skills to become experts in Islamic Studies (mutafaqqih fiddin) and/or become Muslims who have the skills/expertise to build an Islamic life in society.

In order to maintain the existence of Pesantrens in the midst of the proliferation of educational institutions which are very competitive and respond to all forms of tentative changes, of course Pesantrens must adhere to a noble commitment to always oversee and respond to all forms of change from time to time. As a result, Pesantrens must continue to struggle and make innovative efforts so that they can survive or survive. The process needed to maintain and demonstrate this existence also requires a very long process and full of struggles.

The long process begins with the organizing process. This process is an important process and should not be ignored by any organization, including Pesantrens, because an effective organization starts with good human resources. While good human resources will increase the productivity of an organization. This productivity will not have positive synergy if the existing human resources cannot be accommodated in an organized container. So that it will be very clear where the direction of the organization, goals, and specialization of tasks will be carried out [8] .

As an important part of a managerial process, at the beginning of its appearance the process of organizing Pesantrens still used the traditional system and was considered not serious in carrying out its management, but in its development Pesantrens have increasingly opened themselves up to a more applicable, inclusive, modern and following management system. current development. This is marked by the emergence of modern Pesantrens which in fact have been able to change the stigma of Pesantrens as a traditional educational institution to an opened-system educational institution, even some Pesantrens which were initially established as Pesantrens that purely taught the yellow book or the book of the Salaf are now starting to innovate by combines the formal education system [9]. .

In maintaining its existence as explained above, it is not enough for Pesantrens to simply exist and become an organization that is formed without meaning, not only being able to set goals, determine human resources and the complexity of the tasks that are ready to be carried out but besides that, Pesantrens have the task of big to develop itself so that its existence is not just to decorate a list of names of organizations that have zero value of benefit but to become a benchmark or even a role model for other educational institutions in Indonesia.

Talking about the development of Pesantrens directly talks about organizational development or organizational development. Development is a long process for cultivating the potentials of an organization in increasing the effectiveness of its performance. By developing the potentials of existing human resources, productivity will increase. In this case the process of organizational development becomes a necessity that must be carried out by Pesantrens and their stakeholders by planning concrete efforts to respond to changes both through intervention from internal and external parties of Pesantrens [10] .

In the results of their research, Aziz and Sunhaji [11] concluded that organizational development or educational

development has a positive and significant impact on work motivation, both as a whole and in part, and has a significant effect on teacher commitment at Pesantrens. This indicates and recommends the importance of developing education in order to develop Pesantrens by having a positive impact on changes in various aspects.

The process of developing Pesantrens requires specific strategies that will later become a support system that supports each other in this process. the success rate of the development effort that will be carried out is very dependent on what strategy will be used. The Pesantren development strategy that will be implemented is strongly influenced by Several things include leadership management, commitment and capacity of existing human resources and no less important is the support of the community as a customer as well as a consumer of the output produced by the educational process that is enforced [12].

As an educational organization and part of life. Pesantrens will not be able to avoid change. This change has made the pesantren continue to improve and move minds to grow initiatives to keep up with the changes. These changes originate from internal and external needs as if they are unavoidable so that several Pesantrens have fairly good management and incorporate conventional elements into the implementation of their education system. Therefore, every organization, including Pesantrens, essentially faces a dilemma between changing or dying under pressure from the power of change itself [13-15].

Therefore, the emergence of resistance as a result of the development process being carried out will certainly become an inseparable part. Internal and external conflicts will always appear to give a separate color in every process that is carried out. Much research has been done on Pesantrens, both research that raises the topic of Pesantrens and their management, Pesantrens and their Pesantrens culture, but there is still very little research that reviews and seeks information about how Pesantrens exist, starting from the process of organizing, developing, what obstacles are found. up to what strategy is used by the pesantren to develop and maintain its existence.

Aisyah [16] focuses more on his research on the Kyai's leadership model in the strategy for developing Pesantrens. Meanwhile, Zakaria [17] and Munifah et al., [18] focused on the change management of Pesantrens. This research shows the value of novelty and its own uniqueness because it will discuss Pesantrens in a comprehensive manner starting from the process of organizing, developing and the strategies used during the development process itself.

Therefore, this research intends to gather information and reveal the spirit in the spiritual framework of the founders of Pesantrens in pioneering, organizing and developing their Pesantrens. The selection of the research setting is based on the classification of the Pesantren itself. First, combination Pesantrens, secondly salafiyah Pesantrens and modern Pesantrens. Based on the results of the documentation and literature review on the classification of Pesantrens, in general they can be mapped as follows: (1) Combination Pesantrens (salafiyah-modern), (2) Salafiyah Pesantrens, and (3) Modern Pesantrens (khalaf).

2. LITERATURE REVIEW

This section examines literature about: (a) the process of organizing Pesantrens, (b) the process of developing Pesantrens, (c) the strategy for developing Pesantrens, (d) the resistance of organizing and developing Pesantrens, (e) previous research, and (f) the conceptual framework of the research.

The Process of Organizing Pesantrens

In everyday life, we unconsciously know or even become part of an organization, whether it is a formal or informal organization, a well-structured organization or not. We can experience this directly in family life. The family is an example of a small organization that does not have a systematic structure but whose legality is recognized by all parties. Then, the place where we work indirectly is also within the framework of an organization. This further strengthens the assumption that humans and organizations are two things that cannot be separated from one another. The position of humans as "Zoon Politicon" or creatures that live in groups explicitly provides a justification that humans always need to socialize, interact and relate to other humans.

Some of the fundamental reasons why humans create organizations [19]. First, social reason or social reasons. Organizations are formed by humans to fulfill the human need to socialize and get along with others. We can see this reason at least from a number of organizations that are growing and developing rapidly with activities that have intellectual goals and or simply to express themselves. So, it is very true that in this case human organize only because they want to get social satisfaction provided by the organizations, they join which are very far from commercial words and financial fulfillment as organizations in general [20].

If it is correlated with the existence of Pesantrens, the purpose of Pesantrens is very relevant to the two reasons above. Pesantrens as an organization consist of several elements and systems that cannot be separated from one another. The existence of a Kyai who is the leader, plays a vital role in Pesantrens and the existence of students to be led reflects the social reasons why Pesantrens must exist in the midst of society. Based on the description above, briefly the five main steps of the organizing process can be seen in the following figure:
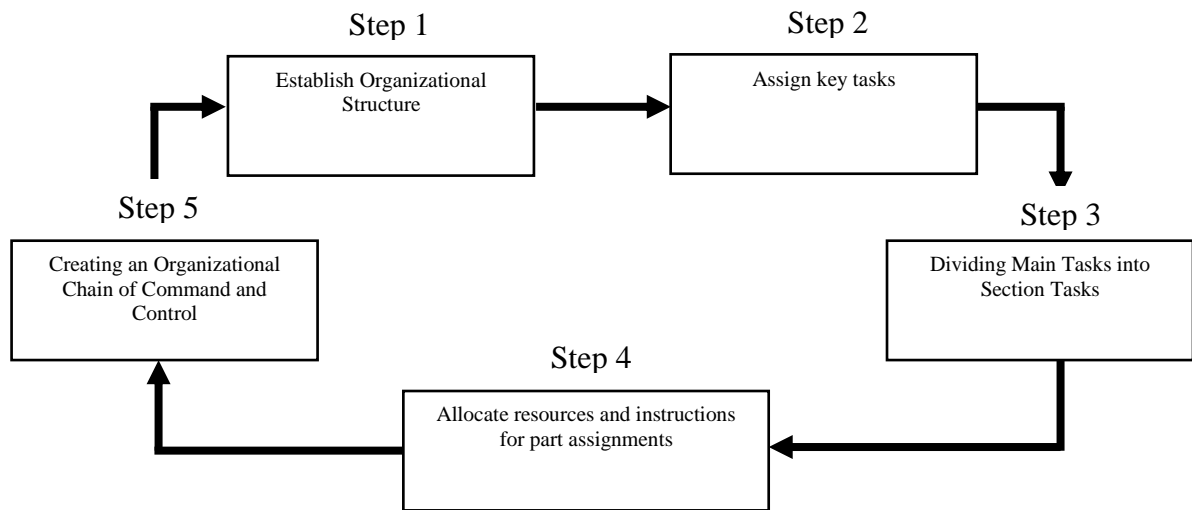

Figure 1 Five Main Steps in the Organizing Process

The chain of command is an unbroken line of authority that extends from the top of the organization to the lowest level employees so that it is clear who will report to whom. In discussing the chain of command, authority and unity of command cannot be separated. Authority is an inherent right in the managerial process that gives orders and expects to be obeyed. The chain of command serves to facilitate coordination so that each manager is given a level of authority to fulfill their responsibilities.

In addition, the principle of unity of command will secure a consistent line of authority within an organization. Someone will only obey one superior to be responsible for all the tasks that have been given. If the unit of command is divided, then a member will experience many dilemmas between fulfilling the demands of one superior and another [21].

Development of Pesantren

In the results of their research, Aziz and Sunhaji [11] concluded that organizational development or educational development has a positive and significant impact on work motivation, both as a whole and in part, and has a significant effect on teacher commitment at Pesantrens. This indicates and recommends the importance of developing education in order to develop Pesantrens by having a positive impact on changes in various aspects.

The process of developing Pesantrens requires specific strategies that will later become a support system that supports each other in this process. the success rate of the development effort that will be carried out is very

dependent on what strategy will be used. The Pesantren development strategy that will be implemented is strongly influenced by several things including leadership management, commitment and capacity of existing human resources and no less important is community support as a customer as well as a consumer of the output produced by the educational process that is enforced [22].

As an educational organization and part of life. Pesantrens will not be able to avoid change. This change has made the pesantren continue to improve and move minds to grow initiatives to keep up with the changes. These changes originate from internal and external needs as if they are unavoidable so that several Pesantrens have fairly good management and incorporate conventional elements into the implementation of their education system. Therefore, every organization, including Pesantrens, essentially faces a dilemma between changing or dying under pressure from the power of change itself [14]. Therefore, the emergence of resistance as a result of the development process being carried out will certainly become an inseparable part. Internal and external conflicts will always appear to give a separate color in every process that is carried out.

Much research has been done on Pesantrens, both research that raises the topic of Pesantrens and their management, Pesantrens and their Pesantrens culture, but there is still very little research that reviews and seeks information about how Pesantrens exist, starting from the process of organizing, developing, what obstacles are found. up to what strategy is used by the pesantren to develop and maintain its existence. Studies have focused more on his research on the Kyai's leadership model in the strategy for developing Pesantrens. Others focused their research on the change management of Pesantrens. This research shows the value of novelty and its own uniqueness because it will discuss Pesantrens in a comprehensive manner starting from the process of organizing, developing and the strategies used during the development process itself.

Therefore, this research intends to gather information and reveal the spirit in the spiritual framework of the founders of Pesantrens in pioneering, organizing and developing their Pesantrens. The selection of the research setting is based on the classification of the Pesantren itself. First, combination Pesantrens, secondly salafiyah Pesantrens and modern Pesantrens. Based on the results of the documentation and literature review on the classification of Pesantrens, in general they can be mapped as follows: (1) Combination Pesantrens (salafiyah-modern), (2) Salafiyah Pesantrens, and (3) Modern Pesantrens (khalaf).

The first research site was focused on the Syaichona Moh Pesantren. Cholil Bangkalan Madura East Java was founded by KH. Moh Kholil bin K. Abdul Latif who is more famous is known as Syaikhona Mohammad Kholil Bangkalan. This Pesantren was founded in 1861 AD. This Pesantren has a long history and produced many charismatic scholars who eventually founded Pesantrens. Of course, this Pesantren has a very significant contribution in providing education to the community, especially in East Java Province from the Dutch colonial era to the current millennial era. Its existence as an Pesantren that emerged from the figure of a charismatic and pious cleric is of course very interesting to study, especially since until now this Pesantren has metamorphosed into a combined Pesantren which does not only concentrate on early salafiyah education but also formal education units starting from the school level. Elementary to intermediate level. The process of the long journey of the founders of this Pesantren, starting from the process of organizing to The development stage is of course a magnet and a special attraction to be explored in a frame of research.

Preliminary study results at Syaichona Moh Pesantren. Kholil Bangkalan pointed out that the process of organizing this Pesantren had experienced difakumam for two generations in the sense that at the beginning the organization of this Pesantren was only in the form of a surau or langgar but the resulting output was very extraordinary because it was able to produce great scholars such as KH. Hasyim Asy'ari, founder of the Nahdhatul Ulama organization (NU). Because of this disability, the informant we met Moh. Hafsin, S.Pd.I, (General Secretary of PP. Syaichona Moh. Kholil Bangkalan), emphasized that he was only able to provide explanations and information related to organization based on some of the documentation collected by the pesantren. The following is an excerpt of the interview:

"in detail, in the process of organizing this Pesantren, we can only provide information according to the

documentation that we have, sir, because frankly I myself was not there in that organizing era. but to sharpen and broaden the results of your research, we can direct you directly to conduct interviews with several informants who we consider very credible to provide the information you need".

He also emphasized that in the process of developing the Pesantren until now it has experienced a long process and the struggles of the muassis or founders starting from the process of developing their education to expanding to several areas which have emotionally become branches of this Pesantren. In addition, resistance and obstacles in these processes also become dynamics that cannot be separated.

On a different occasion, the Chairperson of the Syaichona Moh Pesantren, Kholil, KH. Nasih Aschal, explained the process of organizing Pesantrens through many phases and very long stages up to the current development stage. In short, he also emphasized that there are quite a number of development strategies that are used as concrete steps in carrying out academic expansion in the midst of the times. He also provided input for conducting in-depth interviews with several parties considered credible to provide information about the process of organization, development, strategies used and resistance that arose during the development process.

Several studies on organizations explain the importance of organization development or organizational development. This is because organizational development plays a quite viral role in improving and developing an organization. Since the quality of human resources in an organization is the main key to the success of an organization, indirectly these human resources must be trained and developed [23]. Basically, organizational development is a means and media for leadership in an organization to streamline its organization in an effort to make planned changes, improve and develop members of the organization [24].

As an inseparable part of an organization, specifically the objectives of organizational development in relation to leadership to make the organization effective are: (1) Changing and developing the perspectives of members of the organization by broadening and adding insight to members of the organization both insight in the ability to adapt to change, self- evaluation or self-evaluation, to the insight to apply the standard values set by the organization. (2) Increased knowledge and skills at work. (3) Development of an orientation towards improving quality and productivity and providing quality services to customers or service users. (4) Increased ability to adapt to changes in social values and work values.

The objectives of OD to make the above-mentioned organization effective can be summarized in the following diagram:

Figure 2. Specific Organizational Development Goals

Beckhard [25] added that there are several organizational conditions that need to carry out the development process. In detail, he explained several conditions that gave impetus to carry out organizational development programs as follows:

The Need to Change Managerial Strategy. Facts on the ground show that many managers reformulate their managerial strategies as the basis for future operations. They try to modify their total managerial strategy including communication patterns, ways of making decisions, reward systems and so on. (2) The need to make the organizational climate more consistent with individual needs and changing environmental needs. If a "top actor" or strategically placed top leader and/or staff, then they will really feel this need. The organization is in a state of readiness for planned change efforts.

The need to change "cultural" norms. The more a manager learns about how to manage culture with its own values, basic rules, norms and so on, it will increasingly be felt that a lot of culture needs to be changed so that the organization remains consistent amidst rivalries and the existing environment. At this time, organizational development programs are highly recommended to be implemented.

The need to change structure and roles. The awareness and ability of an organization to analyze its internal organization is absolutely necessary to maintain the existence of the organization. when the structure and roles are no longer able to carry out their duties and functions optimally, an organizational development program needs to be carried out. (5) The need to open a communication system. Communication is very essential in maintaining harmony and integrity between systems and sub-systems within an organization. The lack of good communication can have a very fatal impact and trigger the disintegration of a well-structured system.

3. MATERIAL AND METHODS

This study uses a qualitative approach. Moleong [26] explains that qualitative research is research that intends to understand the phenomena experienced by research subjects, for example behavior, perceptions, motivations and actions, holistically and comprehensively by describing through words and language in a special context that is natural and using natural methods as well.

Creswell [27] defines a qualitative research method as a research procedure that produces descriptive data in the form of text or speech from the people studied and images that have a unique step in data analysis. Researchers participate in the field, document and record the information obtained, carry out a relative analysis of various documents found during field research, then describe it in the form of a research report [27].

This research is to observe, describe, describe the process of organizing and developing Pesantrens and trying to find new theories about organizational change management, especially the changes experienced from the process of organizing to the development process. In this case the researcher will also observe the activities in the form of recorded events and documents. Then also through the expression of ideas from the informants as well as the ideas revealed in the document.

Presence of Researchers

The presence of researchers in the field in qualitative research according to Miles and Huberman [28] is absolute, because researchers act as research instruments as well as data collectors. The advantage gained from the presence of the researcher as an instrument is that the subject is more responsive to the presence of the researcher, the researcher can adapt to the research setting, decisions related to research can be taken in a fast and directed way, as well as information can be obtained through the attitude and way of the informant in providing information. According to Sugiyono[29], qualitative researchers as human instruments function to determine research focus, select data source informants, collect data, assess data quality, analyze data, interpret data, and make conclusions on their findings.

Research Location

This research was conducted in three Pesantrens with different backgrounds, namely the Syaikhona Moch Pesantren. Kholil Bangkalan, Pesantren Ar-Rifa'ie 2 Gondanglegi Malang, and Pesantren Raudlotul Muhsinin Al-Maqbul Malang for the following reasons:

Syaikhona Moh Pesantren. Kholil Bangkalan is the oldest Pesantren in Bangkalan Madura Regency, East Java and has a significant contribution to the development of education on Madura Island, especially Bangkalan Regency and has a background in Pesantrens, a combination of salafiyah and formal. As an Pesantren that has a big name in the archipelago, of course it will be a matter of pride for researchers if they can find out the traces of muassis from the process of organizing to the development of the Pesantren. Geographical location of Pesantren Syaikhona Moh. Kholil Bangkalan is also a material consideration and reason for researchers to conduct research. The research location which is in the heart of Bangkalan City is predicted to facilitate the course of the research because access to roads and infrastructure are also easy to reach.

Experience interacting with several alumni of the Syaichona Moh Pesantren. Kholil Bangkalan, as well as being a branch of Jam'iyah Ahbabul Musthofa Bangkalan which is part of a marketing strategy that cannot be separated because it contains Islamic da'wah, as well as the participation of researchers in several academic and non-academic events, further strengthening the researchers that the Pesantren Syaikhona Moh. Kholil does not only function as a social agent, but actually becomes a real representation of education on Salt Island, Madura, and even becomes the center of Islamic-based education throughout the archipelago. In addition, the emotional bond became stronger when the Pesantren where the researcher served for several periods had partnered in matters of teachers for Madrasah Diniyah assignments.

The development process was quite long as a boarding school which initially only applied salafiyah education to include formal education to keep pace with the times and global demands. The increasingly massive application of information technology has become a separate support system for this Pesantren. So that researchers are interested in examining every journey and process that has been passed by this Pesantren. Pesantren Raudlotul Muhsinin Al-maqbul Malang is a boarding school that still maintains its salafiyah values both in terms of the teaching system to the socio-cultural organization. The charismatic founder becomes an inseparable part of the organizing process up to the development process. Pesantrens that are still able to survive and develop in the midst of their salafism.

Armed with discussions with several alumni of the Pesantren Raudlotul Muhsinin Al-maqbul in Malang, confirmed the researchers' assumption that this Pesantren is indeed one of the many salafiyah Pesantrens that is still standing strong, consistently sticking to its salafiyah values. However, this does not necessarily provide a one-sided justification stating that this Pesantren is very anti-change. However, it needs to be underlined that the consistency of the founders to stick with their salafiyah values does not necessarily make this Pesantren worse off and or even threaten to experience a merger but instead it is increasingly showing very significant developments. Of course, it will be very interesting to study the classical organizing process that is applied, then the process and model of organizational development as well as what managerial strategies they apply to maintain their existence.

Based on several statements from the daily administrators of this Pesantren, it is enough for this Pesantren to color the changes that have occurred, not even be eroded by the currents of change that are sweeping so that the greater sense of curiosity of researchers reveals the chronology based on facts explored based on evidence and authentic research data. Pondok Modern Ar-Rifa'i 2 Gondanglegi Malang is a modern style Pesantren and features more activities that lead to modernization. Judging from the historical record and track record of its development, even though it is still relatively old, this Pesantren has had very significant developments both in terms of the quantity and quality of its students.

Even though it was only armed with interactions during the preliminary study of three meetings with the Board of Education, Mr. Mahfudz, M.Pd, but this interaction is of sufficient quality because he, as one of the informants who will be asked for information, is very cooperative in providing initial information to researchers, of course,

expectations during research can provide more comprehensive information according to the research focus set.

Based on the reasons above, the researcher is interested in digging deeper into the process of organizing and developing the three Pesantrens. which of course there will be many uniqueness and novelties that will be found in the research setting considering that all three have different management backgrounds and systems.

Data collection technique

In order to obtain the data and information needed in the research, the researcher uses data collection methods that are in accordance with the characteristics of qualitative research data collection. The data collection techniques used in this study are observation, interviews, and documentation. Comprehensively, the data collection method in this study is described as follows:

Observation

Observation is a way of collecting materials and information by observing and systematically recording the phenomena that are used as objects of observation. Observation is a systematic observation and recording of the elements that appear in a symptom on the research object to determine the existence of the object, situation, context and meaning in an effort to collect data. The objects observed in this study are the facilities and infrastructure of Pesantrens, places of historical relics.

In this study, during the preliminary study process, at least the researcher made three observations of research subjects. At the time of this initial observation, the researcher wanted to establish confidence that what would be studied could really be explored in depth at the research site. So that from the results of these observations the researcher can describe the context and focus of the research even though it is still global. After going through a long process and input from lecturers and colleagues through the Research Seminar course at PPS Malang State University, the researcher made a second observation to deepen the context and focus of the research.

Interview

Interviews are used as a data collection technique if the researcher wants to conduct a preliminary study to find problems that must be studied and also if the researcher wants to know things from respondents that are more in-depth [30].

The interview technique used in this study uses semi-structured interview techniques and in-depth interviews. Ulfatin [31] explained that in the semi-structured interview technique the researcher conducted unstructured interviews to explore the subjects studied in the case study. In short, it can be said that this structured interview was conducted based on the results of unstructured interviews. This is done by researchers with the aim that the research focus that will be asked through interviews does not widen and remains in the corridor of the information needed so that researchers consider it very important to keep making a list of questions.

Strengthening this statement, Guba and Lincoln [32] added that although a researcher had made efforts to make lists and interview guides, in practice the question guides were not applied rigidly but were flexible and flowed naturally. This means that when a tracking statement is required that is incidental in nature but is considered essential, the researcher can still use the tracking question to obtain more in-depth information from the research subject.

Documentation Study

The documentation technique used in this study included any written material or film that is not prepared because of a request from an investigator. The functions of documents include: (1) to obtain stable, rich and encouraging sources, (2) as testing evidence, (3) to open opportunities and opportunities for researchers to expand the phenomenon being investigated [33]. Sources can be obtained from archive recordings that include [34]: (1)

service records, such as the number of clients served in a certain period of time, (2) organizational records, such as organizational charts and budgets for a certain period, (3) maps and charts of geographical characteristics of a place, (4) list of names and other relevant commodities, (5) survey data, such as records and census data previously collected around the "site", and (6) personal records such as diaries, calendars, and lists of telephone numbers.

The documents studied included (1) records, data and manuscripts of the history of the establishment of the Pesantren, (2) archives and document files of the Pesantren management related to graphs of the development of Pesantrens from year to year, (3) biographical books of the founders, (4) photos of the early Pesantrens (4) inventory data of facilities and infrastructure from year to year, (5) data on teachers, and students and other documents that are relevant and needed to serve as authentic research evidence.

Data analysis technique

Data analysis in qualitative research is a systematic process to determine the parts and interrelationships between the parts and the whole of the data that has been collected to produce a classification or typology [28]. The data analysis takes place in a stimulant manner which is carried out simultaneously with the data collection process with the following stages:

Data condensation through a process of selecting, focusing, simplifying, abstracting, and/or transforming data obtained from findings in the field in the form of interviews, transcripts, documents, and some empirical materials to make the data stronger. The data under this process was obtained during the research process at the Syaichona Moch Pesantren. Kholil Bangkalan, Raudlatul Mukhsinin Al-maqbul Pesantren Malang, and Al-Rifa'ie Pesantren 2 Gondanglegi Malang.

Data display and presentation through organized, compressed assembly of information that allows conclusion drawing and action [28]. Presentation of data is done in the form of brief descriptions, charts, and relationships between categories and the like. Presentation of data is done to make it easier and provide understanding in planning further activities.

Verifying and Drawing conclusion. Considering that this research design is categorized as a multi-case study, the data analysis technique was carried out in two stages. The first stage, analysis of individual cases (in each case). This stage is carried out as the researchers have described in the flow above as recommended by [28]. In the second stage, the results of the analysis of individual case data were analyzed across cases as recommended by Yin [34]. In his explanation, Yin stated that in order to analyze existing research data, it could be done by testing, categorizing, tabulating or recombining the evidence to designate the initial proportion of the research. It is in this combining process that researchers term it with a special terminology, namely cross-case analysis.

Data Validity Check

The validity of the data that has been collected is an absolute requirement so that the results of the research carried out truly prioritize the values of validity, reliability and objectivity. There are four criteria for achieving this validity, namely the degree of credibility, transferability , dependability and confirmability [33]. The degree of credibility was achieved by increasing the intensity of presence in the field, triangulating (sources and data collection techniques), and asking for input fromseveral experts in their fields, in this case experts in the field of Pesantrens. The triangulation was done by cross-checking information and data obtained from one informant with information or data from other informants, both key informants and additional informants. Likewise, data obtained using certain collection methods and techniques was triangulated with data or information extracted using other techniques.

Dependability and Confirmability ensures that that the data and information obtained and then presented is really data that is in accordance with what is happening in the field. The study ensured this by frequently being in the field, checking informants directly and/or using online media and carrying out an auditing process from the research

supervisor, who is an expert in the field of qualitative research and have published many works on Pesantrens and their management, and contributed thoughts on the concept of education management.

4. RESULTS

The research findings consist of findings in the three cases studied of Pesantrens (Pesantren) that included Case 1 Pesantren Raudlotul Muhsinin Al Maqbul, Case 2 Pesantren Al Rifa'ie, and Case 3 Pesantren Syaikhona Moh. Kholil. The findings highlight the cross-cases findings on the organizational process of the case studies, strategy and matters influencing the development, and efforts to face up to these obstacles.

Cross-Case Research Findings

Based on the results of the multi-case analysis, cross-case research findings and propositions for the organizing process and development process of Pesantrens were compiled, namely: (a) cross-case research findings and preparation of organizational process propositions, (b) cross-case research findings and preparation of organizational development model propositions, (c) cross-case research findings and preparation of propositions on matters affecting the development of Pesantrens, and (d) cross-case research findings and preparation of constraints and resistance propositions for the development of Pesantrens.

Based on the overall data presentation and cross-case analysis regarding the process of organizing Pesantrens, the research findings are compiled as follows:

The process of organizing pesantren goes through phases that involve the initial process of searching for identity to efforts to maintain existence through a formulated support system. Pesantrens have a unique organizational culture in various aspects and parts and are not the same as other organizational cultures. The process of organizing Pesantrens takes place naturally, naturally with a procedure that represents a dynamic while the organizational process that is administrative and more procedural is found in Pesantrens which have begun to adapt to the values of renewal.

The process of formally organizing Pesantrens is carried out through several stages, including: the formation of an organizational structure, determining the vision and mission and objectives, selecting personnel, determining tasks and functions as well as communication and command lines. The process of organizing Pesantrens is always based on consideration of Islamic values and the benefit of the ummah.

The Pesantren organizational structure model is more dynamic, adapted to the conditions and needs of the Pesantren itself. The determination of the vision, mission vision and goals for the existence of Pesantrens all boils down to the lofty ideals of Muassis which are based on Islamic values and the principles of goodness which are passed down by muassis to their successors. The process of formulating the vision, mission and objectives of Pesantrens begins and leads to innovative and inspirational creative ideas from Pesantren muassis.

The formulation process is also based on the need assessment process and internal and external analysis of Pesantrens. The structural model used is an adaptive model that combines several Islamic and other elements and principles. The process of determining personnel and human resources is carried out using two systems, the first is the acclamation system and the opened-recruitment system. Selection of personnel who occupy strategic positions in the organizational structure prioritizes efforts to empower alumni and graduates who are competent and have high loyalty to Pesantrens.

The dissemination of the vision, mission and objectives of Pesantrens is carried out using methods that are in accordance with the conditions of Pesantrens as a manifestation and indoctrination of the understanding of the nature of Pesantrens themselves. The qualifications of personnel occupying structural positions prioritize non-academic qualifications, including character, akhlakul karimah and adabiyah, while academic qualifications include diplomas and self-competence. The placement of personnel is carried out by considering the relevance of the competencies possessed to the tasks to be handled. In general, the communication channels of Pesantrens adhere

to a centralized system, but in certain parts it is carried out through managed units.

Propositions on the Process of Organizing Pesantrens

The determination of the model of the organizational structure is highly dependent on the noble ideals of the muassis and the existing organizational culture tendencies. If the vision, mission and goals of Pesantrens are the ideals and legacy of muassis, then they tend to be inherited and continued by their successor managers. If Pesantrens carry out the process of selecting personnel who will occupy strategic positions in the organization, then Pesantrens tend to have a commitment to increase organizational effectiveness.

Selection of personnel based on non-academic factors which include character and khuluqiyah shows a standard that is full of values that contain adabiyah. If the determination of the main personnel in the organizational structure is chosen by acclamation by the muassis, then the muassis already has the qualifications for the personnel to be selected. The flow of communication and command by using a centralized system causes leaders to have a wider range of motion to manage the course of their organization.

Pesantren Organizational Development Models

Based on the overall data presentation and cross-case analysis of the Pesantren organizational development model, the research findings were noted: the organizational development model is a series of efforts and processes carried out by an organization in responding to changes and or making a planned change as a form of improving service to the public or customers. The Pesantren development model goes through several processes and stages, including diagnosis, identification, intervention and freezing.

The diagnostic process is carried out by Pesantrens in order to evaluate programs that are not running effectively and consider the steps. The identification step for each existing program is carried out in order to find and prepare what steps must be taken. The process of developing Pesantrens boils down to ideas and values that are made into an academic legacy by Pesantrens. Intervention in the development process at Pesantrens is carried out by involving internal and external consultants or even using a collaborative system between internal and external consultants. Pesantren organizational development is dynamic and can be carried out periodically by Pesantrens in order to develop all sectors.

Propositions on Pesantren Organizational Development Models

The process of organizational development in any form and model carried out by Pesantrens has an effect on the development of Pesantrens. The values and principles inherited by Muassis or leaders influence the process of developing Pesantrens. If the muassis inherit the values and principles of Pesantrens, then the successors tend to maintain these inherited values.

If Pesantrens carry out a diagnosis process, then Pesantrens will know and understand their own strengths and weaknesses. The intervention process is a concrete step taken by Pesantrens in carrying out and executing planned efforts for change. If the Pesantren empowers and involves human resources originating from internal elements as consultants, then the Pesantren will have more room for movement to execute every step that has been planned. If internal and external consultants collaborate in executing the desired changes it will be more harmonious and effective.

Stakeholder commitment in responding and making changes will greatly determine how far the Pesantren can develop its organization. If the Pesantren compiles the steps it seeks, it will be easier for the Pesantren to determine the desired direction of change.

Matters Influencing the Development of Pesantrens

Based on the overall data presentation and cross-case analysis on matters affecting the development of

Pesantrens, the research findings were compiled. Many factors influence the development of Pesantrens, both internal and external factors. Factors that influence development are aspects that become a support system for the existence and sustainability of Pesantrens. The existence of leaders/Kyais in a boarding school plays a very viral and urgent function in overseeing every process that goes through the boarding school.

The leadership model of a Kyai or leader is very influential on the development of Pesantrens. The development of Pesantrens follows the charisma of the Kyai. This charisma will be a benchmark for the sustainability of Pesantrens. Competent Human Resources will make a very significant contribution to the development of Pesantrens. Every personnel who occupies a strategic position in Pesantrens must have a high commitment in promoting and supporting the achievement of the vision, mission and objectives of Pesantrens. The contribution of alumni has become a strength in itself for Pesantrens in the development of Pesantrens. This contribution can be in the form of moral support to financial support. Sufficient and sufficient facilities and infrastructure to coordinate all forms of activities and activities of the students are a necessity that must exist.

Entrepreneurship that is embodied in business units owned by Pesantrens is a strength in itself in supporting the financial needs for the development of Pesantrens. In the process of development and concrete efforts made by pesantren, the government programs have become part of the common activities of Pesantren.

Professionalism of staff and personnel in organizational development efforts is needed by Pesantrens.

Propositions on Matters Influencing the Development of Pesantrens

If a Kyai leader of an Pesantren has charisma, it will be easier for him to coordinate and control the personnel in his organization. If a Kyai, the leader of the Pesantren tends to be visionary and transformative, then the Pesantren has the opportunity to continue to develop according to the needs of the times. The existence of a Kyai is a necessity in the institution.

The commitment and professionalism of personnel and teams greatly influences the process and efforts to develop Pesantrens. If Pesantrens are supported by human resources and personnel who have high professionalism and commitment, then Pesantrens will have high productivity in developing each existing program. Sufficient and adequate facilities and infrastructure are quite urgent in the development of Pesantrens. If the Pesantren has complete facilities and infrastructure, it will greatly support the development of students' creativity. If the Pesantren have complete facilities and infrastructure, the students will feel comfortable and conducive to learning.

Government support for the existence of Pesantrens affects the perspective and support of the community. If the Pesantren has a good relationship with the government, then government support and assistance will be given more intensively.

Obstacles and Resistance to the Development of Pesantrens

Based on the overall data exposure and cross-case analysis on the obstacles and resistances to the development of Pesantrens, the research findings noted were that existing constraints are classified into two kinds of internal constraints. Most of the constraints on the development of Pesantrens are more dominated by the internal factors of Pesantrens. The contribution of human resources in the success of the Pesantren development program is very large, so that disciplinary actions and competencies that do not meet the qualifications are quite an obstacle and become an obstacle.

Differences in perceptions and perspectives within the institution is not an easy matter, there needs to be maturity in thinking and focus on goals for the benefit of the people. Differences in views and perspectives are obstacles for Pesantrens to develop, both the differences in perspectives that occur internally and externally at Pesantrens the community and student's (santri) parents/guardians. Limited facilities and infrastructure are a common obstacle in all the three pesantren.

Constraints and resistances to the development of Pesantrens

Differences in perspectives always have the potential to cause problems and become a factor that hinders the development of Pesantrens. If different perspectives are not considered a dynamic that normally occurs in an organization, it will be difficult for Pesantrens to equate perceptions towards development.

If the Pesantren does indeed empower competent and professional human resources, then it can minimize disciplinary actions carried out by personnel/staff. Personal and staff commitment in carrying out mandates and carrying out tasks influences the success of the programs that have been made. If the Pesantren provides / is able to provide sufficient advice and infrastructure, then it can facilitate and develop the creativity of the students. If the community and santri guardians have supported and upheld the regulations set by the Pesantren, it however difficult for the institution to implement all good policies. If the Pesantren can socialize regulations and rules well, it will have the potential to get full support from the community and santri parents/guardians.

The installation of attributes in the form of photos of leaders and pesantren assemblies has an effect on fostering a sense of mahabbah (love) and a sense of belonging of students to Pesantrens. If Pesantrens carry out more public hearing engagement efforts, there could be great potential to increase community support and participation in Pesantrens.

5. DISCUSSION

The discussion covers the aspects of the process of organizing Pesantrens, the development model of Pesantrens, matters affecting the development of Pesantrens, and constraints and resistances to the development of Pesantrens.

Organizing Pesantren

There are a number of substantive things that become major works in the process of organizing Pesantrens, including the influence of the Kyai or the leader, their leadership type in determining the direction and sustainability of the pesantren as an organization which is very crucial. This is very evident from the findings which confirms that the Kyai is absolutely necessary for the pesantren. The Kyai leadership type really gives its own color to the existence of Pesantren. The influence of the leadership of a Kyai as described above is in line with what Yukl [35] emphasized that leadership will greatly determine the direction of an organization regardless of the organization. it is necessary to add an explanation of the theory of leadership and types of leadership.

Second, the process of determining the vision, mission and goals of Pesantrens often experiences a phase and a long enough journey to get a formulation that fits the lofty ideals of the Kyai or Pesantren caretaker. The organizing process is a series of activities and efforts in forming an organization in accordance with the goals and shared commitments between the leader and the teacher. In the process of organizing Pesantrens procedurally through several stages of implementation, including: the establishment of an organizational structure, determination of vision and mission, selection of personnel and determination of tasks and functions as well as determining the flow of communication and command.

At the stage of forming the organizational structure, stakeholders determine the structural model that will be used as a reference. Who becomes what and who does what with the intention of determining the organizational structure model to make it easier for Pesantrens to coordinate and manage every movement that will be carried out.

The organizational structure model is broadly classified into several types of small, medium and large organizational structures. Look for information about the various organizational models based on major reference books. Then the next stage is the selection of personnel who will occupy the organizational structure will get a specific distribution of performance. In this process a person will be selected based on considerations made by the top leader of an organization.

Robins and Coulter, 2017 states that one of the principles and stages of organizing is the division of labor. Smith also emphasized this principle that the specification and continuity of a job will make workers work more effectively.

Robins put forward that the most ideal organizational structure and easier to achieve its goals is a structural model. He called this model quite efficient in achieving organizational goals. This structure can be identified by the division of works, a clear hierarchy of authority, formal selection procedures and The characteristics of the organizational structure above in its development have become a design prototype for most of the currently developing organizational structures.

Robbins emphasized that the right organizational structure will greatly affect the effectiveness of an organization, because a good organizational structure will show a good division of performance then a good distribution of performance will determine good results too. He also added organization without purposes are meaningless and a couple of waste of money so that the determination of the vision, mission and goals of the organization makes it clear where the organization is only really needed by all existing elements.

The above explanation further confirms that the determination of a vision, mission and goals is very important to determine the direction of an organization so that it will remain consistent within the corridors and limits that have been set and become a common consensus. Each organization is from the organizational subunits that are born from a goal that is clearly aligned with organizational goals. After setting the vision, mission and goals of an organization's goals, it will form an organization according to the needs of the organization itself. Frank G. Moure stated that "organization chart and useful tools of management because they show department and line opportunity". Organizational structures are a useful tool for management because they show units of work and authority.

The organizational structure is a reflection of organizational flow, from this structure will appear specifications and job divisions or a clear division of work according to existing positions, how personnel in the organization communicate and how the flow of communication will be accounted for.

Robbins and Coulter [21] emphasized that what can make an organization effective is the establishment of a fixed organizational structure. An appropriate structure will have a positive impact on the effectiveness of an organization. Not talking about how much structure has been established, but to what extent and how complete the structure is able to perform its function properly and become a support system that is always consistent with what has been committed.

A good organizational structure is still of no value if the personnel in the structure are not supported by competent human resources who have competencies relevant to the competencies required by the organization. Therefore, an organization needs to go through a personal selection process whether the election is carried out formally and procedurally or more naturally non-formal.

In the process of selecting or recruiting, of course Pesantrens have special criteria and qualifications which include, among others, non-academic qualifications shown through personal characteristics, morals, adabiyah and reflection of every behavior based on Islamic law. then academic qualifications include the relevance of education to the tasks to be carried out.

After selecting the personnel who will occupy several strategic positions in accordance with the existing organizational structure. Pesantrens carry out the process of division of labor or are more familiar with the term work specialization. Robbin and Coulter [21] emphasized that work specialization would make organizational performance more efficient. Work specialization will provide a more comprehensive reflection of how an individual seeks to mobilize all his energy to complete the tasks that have been assigned.

In this case Pesantrens also carry out division of labor or work specialization to make it easier for them to execute any programs that have been prepared and planned together. The implication for education providers,

especially Pesantrens, is the need to organize properly so that the vision and mission of Pesantrens are directed and represent the noble ideals of the founders while still looking at the needs of students/students and the community. In addition to formulating the vision, mission and goals of Pesantrens, Pesantren managers need to establish an organizational structure so that it will be clear the division of labor for each existing personnel in accordance with the fields listed in the organizational structure. Then, determine the personnel who will occupy positions in the organizational structure along with their duties and functions so that it will be clear who will do what and who will be responsible to whom and the most important thing is that there is no double counting of tasks and functions that can reduce the effectiveness of achieving organizational goals.

The implication for researchers is the need to examine the relevant organizational processes to be implemented in Pesantrens without reducing the essence and substance of the process itself. In addition, researchers need to examine in depth the process of formulating the vision, mission and goals that will be used as a pilot project to be achieved by Pesantrens. Matters relating to the process of determining personnel need to be revitalized as a form of balancing the system between which must be carried out by the acclamation system and which must go through a process that follows formal procedures.

Pesantren Development Model

Organizational development is a planned effort carried out by an organization in responding to change and or making a planned change which aims to maintain existence seeking attention and even developing the existence of the organization.

In its implementation, there are several main ideas about the process of developing Pesantrens. First, regarding the stages of diagnosis, every Pesantren that seeks to develop Pesantrens, of course, carries out a diagnostic process that focuses on evaluating every activity and program that has been implemented, evaluating the extent to which the effectiveness of the program that has been implemented and reducing programs that are deemed irrelevant to needs. Pesantren. In order to streamline the diagnostic process, Pesantrens conduct evaluation meetings with existing staff and stakeholders. This diagnostic process certainly cannot be generalized between one Pesantren and another Pesantren. some take advantage of formal and procedural situations. There are also those who use simple techniques but prioritize the effectiveness of the evaluation results carried out.

Second, the intervention process is a necessity in the development of Pesantrens. In this process, the involvement of third parties from both internal and external elements of Pesantrens is needed to carry out the activity stages which are strategic plans from the evaluation results that have been carried out.

As stated by [36] in the intervention process, a consultant should not be involved in group assignments. This means that the main goal in the intervention process is how the group can complete its task, not intervening about the group's task. Ridwan et al. [36] explains that the scope of a consultant's duties includes several activities, including: providing clarity, concluding, making strategies, generalizing, exploring, questioning, listening, channeling feelings, providing support, training, counseling services, and proposing structural changes.

In practice, the process of developing Pesantrens is quite different from the process of developing other organizations. First, Pesantrens prioritize the natural process without having to mess around with procedural processes. Stakeholders are very aware of changes in every phase of their organizational journey. But steps to respond to these changes are always there. Several types of Pesantrens have implemented a development process that goes through a planned and systematic process, involving external consultants and steps that support planning effectiveness.

In the next process, the Pesantren determines the changes that have been made as part of the program which will continue to be implemented and developed, but on one occasion it is still possible to abolish them if they are no longer relevant to organizational needs and community needs. The implication for the management of Pesantrens is that in carrying out the process of developing organizations/Pesantrens, they should focus more on conditioning the team in the diagnostic process, how the internal elements of Pesantrens provide accurate information, conveying

the real condition of the organization. So that it will be easier for the process of determining and taking the next steps.

The implication for researchers should be to conduct research on how the Pesantren model carries out the diagnostic process without having to violate the organizational code of ethics of the Pesantren itself. As well as conducting more in-depth research on the development of Pesantren organizations that still adhere to the values and legacy of their founders.

Development of Pesantren

Factors that influence pesantren development are elements that have a significant or insignificant impact. These elements become a support system that cannot be separated from the Pesantren itself. Things that influence the development of pesantren include several substantive matters, including the friendliness of the leaders or leaders of pesantren, empowering competent human resources and choosing a high commitment to complete facilities and infrastructure, the contribution of alumni of Pesantrens to government support for Pesantrens is an important role and vital in the development of Pesantrens.

Robins and Coulter [21] explain that charismatic leadership is where followers provide extraordinary leadership justification, namely leadership that has amazing personality qualities, its existence will always be an example, fulfilling a vision and daring to take personal risks to achieve a goal. In leadership theory, authority is recognized as a gift from God so that its form actually energizes its colleagues. In the process of its journey, the charismatic leader, namely the Kyai or leader, is very closely related to the development of Pesantrens. As a type of leadership that has two theories, namely the theory which states that the figure of the Kyai is the main reflection. The first theory comes from the "Great Man" which suggests "a leader was born". The leader is born in the sense that leadership is an innate talent or also innate since a person is born from both parents, in other words, the leader comes from a certain lineage. Even though it is opposed by the big bang theory, admittedly or not, this is very relevant to the type of leadership that applies in the leadership hierarchy of Pesantrens.

The next theory emerged from the leadership theory "Trait Theories", namely the theory which states that a person can become a leader if he has traits and personality that are in accordance with the organization. However, some Pesantren leaders do not only focus on the charismatic nature of leaders, but some Kyai also apply visionary and transformative leadership types, namely having a clear vision in their leadership and always having ideas and ideas for renewal in accordance with the times and always innovating to create new things. potential to upgrade Pesantrens.

Maxwell et al. [37] puts forward that effective leadership includes five things, including: discipline, prioritizing priorities, self-confidence, innovation, creating new things, influencing. The above characteristics appear in several Pesantrens that have been observed by researchers. Then, empowerment and commitment of existing human resources have a significant role in the development of Pesantrens. Utilization of internal human resources which is the output and guidance of Pesantrens provides an affirmation that Pesantrens make use of regeneration in order to maintain and preserve the existence of these Pesantrens.

Elsbach [38] suggests that efforts aimed at achieving managerial goals, an organization needs to regulate several things, namely empowering competent human resources on every line in an organization and maintaining the commitment of these human resources to always be on your track record. right so that it continues to be consistent and focused in maintaining the ideals of achieving organizational goals.

Another element which is an integral value in the development of Pesantrens is the contribution of alumni, their love and loyalty to Pesantrens can create great strength for Pesantrens to continue to develop. Material contributions and moral support are an extraordinary asset to support the existence of Pesantrens. In the process of implementing the development of Pesantrens, the role of alumni or the output of Pesantrens is very important and has a big influence. The elements that make this matter influential are moral support in the form of constructive thoughts and ideas for the sustainability of the development of Pesantrens as well as material support in the form of

manpower and finances.

Government support is also an integral part of the development of Pesantrens as the highest level of the bureaucratic hierarchy in this country. The government always gives a sizable portion with all its policies that also color the development process. Another part that is also an important element is social media. The contribution of social media is so vital in an era that is closely related to technology, so that the majority of Pesantrens use social media such as Whatsapp, Instagram and so on. This becomes an intermediary to make it easier to expand the network as well as the existing structure.

Social media is very effective and profitable for organizers and managers of Pesantrens. This of course supports the upgrading of Pesantrens and jump-starts existing potentials both personal in nature which includes openness to changes that are worth benefiting, empowering existing human resources, the importance of cultivating the value of togetherness in an effort to form a solid team and pay attention to organizational development opportunities which might be increased as a form of fulfilling the demands and needs of the community, especially students' parents/guardians (walisantri).

Pesantren managers should consider making strategic planning in accordance with the needs of the development of Pesantrens so that it will make it easier for stakeholders to carry out development efforts and carry out internal and external analysis of matters that affect the development of Pesantrens. Internal analysis is carried out to find out weaknesses and potentials that allow it to be upgraded, while external potentials are carried out to see opportunities for development sectors that might be pursued in the future.

The implication for researchers is that research should be carried out on the differences in the contribution of factors that support the development of Pesantrens or more in-depth observations about the dominant factors in carrying out the role of agent of change. As a result, there will be a clear mapping between factors that must receive priority and special attention to be maintained or developed so that their existence truly becomes a standard and solid formation that will continue to support the existence of Pesantrens.

Resistance and Obstacles to the Development of Pesantren

Constraints and resistance to the development of Pesantrens are things that can hinder the development process or conditions where Pesantrens feel more comfortable to survive in comfort zones and organizational cultures that have already taken root.

During the development process there were several substantive obstacles that could hinder the development of Pesantrens. These constraints are classified into two things, namely internal and external constraints. Internal constraints are obstacles originating from internal Pesantrens, both structural and functional. While external constraints are obstacles outside the Pesantren organizational system. Internal constraints in the process of developing Pesantrens include insufficient human resource competencies to carry out their duties and functions as they should. This is caused by factors of academic qualifications that are less relevant to the tasks carried out and then the lack of work commitment of some personnel which can cause the tasks that should be carried out not to run properly.

Naoum [39] put forward that resistance is very possible and potential to occur in an organization, he also added that this happened because there were different perspectives between top managers and other personnel in seeing a change. This potential can be realized in an assumption that a top leader is valued as a change or opportunity. Meanwhile, change can be a distraction or chaos for top leader colleagues. Based on the process of implementing and developing Pesantrens, internal constraints consist of several things, namely increasing the competence of human resources and personnel involved in the organization, the incompetence of these human resources will affect the rate of development of Pesantrens. They will tend to walk slowly or even walk in place. This is often found as a normal and common condition in the development process of an organization. While the limitations of land, land and infrastructure, warehouses are something that is very essential in some Pesantrens and their existence.

Facilities are a supporting factor for the running of an activity in Pesantrens, while infrastructure is a container that can accommodate activities that are mandatory or in the form of extracurricular activities. Based on research findings in 2015, Pesantrens in East Java found that efforts to procure facilities and infrastructure are related to the learning needs and housing of the students. Although in its implementation the process is still constrained by the limitations of Pesantrens.

According to Abdurrahman [40] the management of Pesantren facilities and infrastructure must pay attention to several basic principles, including: a) the ownership status of the existing building is self-owned or not b) the use of existing buildings together with other institutions or not c) the availability of rooms and buildings in accordance with the ratio of the number of students and d) how is the availability of water and lighting equipment that already exists.

Abbah [41] provides an affirmation of the urgency of developing employees, employees and so on. Because the development of employee competencies or human resources in an organization is a benchmark for the success of a development effort carried out by an organization. the urgency of this program is increasingly apparent because the demands and needs of a job will always move with the times. In addition, obstacles related to human resource competencies are faced with classic problems that are quite principles that require maturity and emotional intelligence to solve them.

The lack of support and participation from the community, especially parents of students, has become a substantial obstacle in the development of Pesantrens. the expectations of leaders or Kyai and the leadership of Pesantrens are not always the same as the expectations of the community, especially the guardians of students who often appear counter-responsive to the rules and policies that have been decided by Pesantrens. Meanwhile, the solution to this constraint can be realized through dissemination of policies and regulations that apply directly or indirectly.

Based on the explanation at the beginning of the description of this section, it is explained that there are external inhibitors and resistances that come from outside elements of the Pesantren. This obstacle leads to a challenge faced by Pesantrens in the future, namely the proliferation of educational institutions that carry the same vision and mission, it often happens that other institutions can create an unhealthy competitive atmosphere. Therefore, there must be anticipatory steps taken by Pesantrens in order to take advantage of the competitive climate to always strive to make massive and systemic changes and developments.

The implications for managers and leaders of Pesantrens are that the obstacles and resistance found by Pesantrens during the development process are points that must receive special attention and handling, namely internal constraints will be resolved by increasing the competence and commitment of the team workers in carrying out their duties and responsibilities so that the existing constraints will not become a significant obstacle but instead become a momentum for further development.

The implication for researchers is that it is necessary to conduct more in-depth research on internal constraints that exist during the development process. Even so, admittedly or not, internal constraints require more specific ways to overcome them, which are more vulnerable to triggering the existing system to falter.

Implications of Research Findings

The implication for education providers, especially Pesantrens, is the need to organize properly so that the vision and mission of Pesantrens are directed and represent the noble ideals of the founders while still looking at the needs of students/students and the community. In addition to formulating the vision, mission and goals of Pesantrens, Pesantren managers need to establish an organizational structure so that it will be clear the division of labor for each existing personnel in accordance with the fields listed in the organizational structure. Then, determine the personnel who will occupy positions in the organizational structure along with their duties and functions so that it will be clear who will do what and who will be responsible to whom and the most important thing is that there is no double counting of tasks and functions that can reduce the effectiveness of achieving organizational goals.

The implication for researchers is the need to examine the relevant organizational processes to be implemented in Pesantrens without reducing the essence and substance of the process itself. In addition, researchers need to examine in depth the process of formulating the vision, mission and goals that will be used as a pilot project to be achieved by Pesantrens. Matters relating to the process of determining personnel need to be revitalized as a form of balancing the system between which must be carried out by the acclamation system and which must go through a process that follows formal procedures.

The implication for the management of Pesantrens is that in carrying out the process of developing organizations/Pesantrens, they should focus more on conditioning the team in the diagnostic process, how the internal elements of Pesantrens provide accurate information, conveying the real condition of the organization. So that it will be easier for the process of determining and taking the next steps.

Way Forward

Based on the overall description, suggestions are put forward to various parties as follows: The organizing process really has to be realized properly as the beginning of a form of joint commitment by muassis and stakeholders to provide the best service to the community and users of Pesantren education services. Carrying out an organizing process based on the values and principles of openness and prioritizing the quality of the selected personnel not only based on emotional relationships that ignore quality assurance.

The organizing process that has been carried out based on the basic principles of organization can be continued and developed consistently. The development of the organizing process does not have to use a static process but is dynamic but does not reduce the values and maqsudul a'dzam of the existing process. The organizing process which was initially not well coordinated and structured could be developed through stages that put priority on the achievements to be achieved by Pesantrens. The determination of the structure should not only prioritize the details of the structure, but also prioritize the effectiveness of the performance of the selected personnel in carrying out their duties and functions. In a sense, Pesantrens must really be able to identify the needs of the organization, what units should exist, what units should not exist. This is intended so that there is no overload in the structure, but the performance is still not optimal and only serves as a "decoration" of the existing organizational structure but zero participation.

The strategic position in the organizational structure of the Pesantren will be more complete if it involves external personnel from experts, academics and practitioners in the field of education. It is suggested that there should be a balance of personnel or a team that can contribute ideas about the development and competitive atmosphere of education outside Pesantrens. Placement of human resources in the organizational structure of Pesantrens is truly based on existing qualifications and competencies so that the optimization of the tasks assigned can be carried out properly

The centralized system and command flow used as the basis for running the organizational wheel should not "shrink" the creativity and brilliant ideas of the existing personnel. Leaders/muassis and Kyai should continue to provide opportunities for their support system to contribute to providing transformative and innovative thinking so that the existence of Pesantrens is not only at one point but continues to move towards carrying out developments in accordance with Islamic law and teachings. In the development process, muassis, Kyai should be more open-minded and more open to sharing information and exchanging communications in finding the best solutions in existing development efforts so that they are still able to oversee the existence of Pesantrens as Islamic educational institutions which produce generations who are faithful and pious. and ready to respond to global challenges.
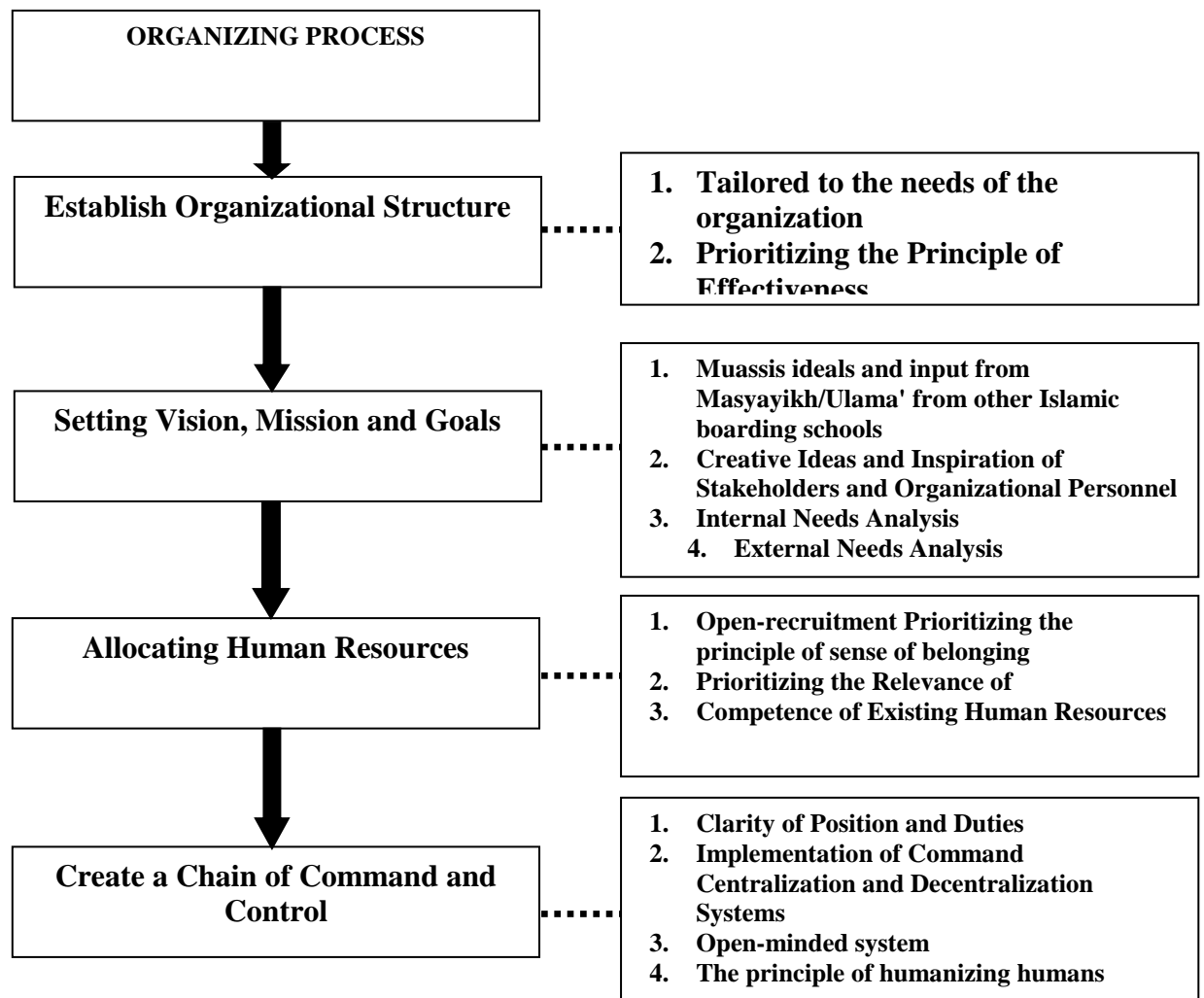
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┌─────────────────────────────────┐
│      ORGANIZING PROCESS          │
│                                  │
└─────────────────────────────────┘
                │
                ▼
┌─────────────────────────────────┐      ┌────────────────────────────────┐
│ Establish Organizational        │      │ 1.  Tailored to the needs of the│
│ Structure                       │......│     organization               │
│                                 │      │ 2.  Prioritizing the Principle of│
└─────────────────────────────────┘      │     Effectiveness              │
                │                         └────────────────────────────────┘
                ▼
┌─────────────────────────────────┐      ┌────────────────────────────────┐
│                                 │      │ 1.  Muassis ideals and input from│
│ Setting Vision, Mission and     │      │     Masyayikh/Ulama' from other │
│ Goals                           │......│     Islamic boarding schools    │
│                                 │      │ 2.  Creative Ideas and Inspiration│
│                                 │      │     of Stakeholders and         │
│                                 │      │     Organizational Personnel    │
│                                 │      │ 3.  Internal Needs Analysis     │
│                                 │      │    4.  External Needs Analysis  │
└─────────────────────────────────┘      └────────────────────────────────┘
                │
                ▼
┌─────────────────────────────────┐      ┌────────────────────────────────┐
│                                 │      │ 1.  Open-recruitment Prioritizing│
│ Allocating Human Resources      │      │     the principle of sense of   │
│                                 │......│     belonging                   │
│                                 │      │ 2.  Prioritizing the Relevance of│
│                                 │      │ 3.  Competence of Existing Human│
│                                 │      │     Resources                   │
└─────────────────────────────────┘      └────────────────────────────────┘
                │
                ▼
┌─────────────────────────────────┐      ┌────────────────────────────────┐
│                                 │      │ 1.  Clarity of Position and Duties│
│ Create a Chain of Command and   │      │ 2.  Implementation of Command   │
│ Control                         │......│     Centralization and          │
│                                 │      │     Decentralization Systems    │
│                                 │      │ 3.  Open-minded system          │
│                                 │      │ 4.  The principle of humanizing │
│                                 │      │     humans                      │
└─────────────────────────────────┘      └────────────────────────────────┘
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Figure 3. Recommended Organizational Process Model

Based on the overall description of the conclusions, research implications, and suggestions, then in Figure 6.1 the recommended model of the organizational process is put forward and Figure 6.2 puts forward the recommended model for the development of Pesantren Organizations.
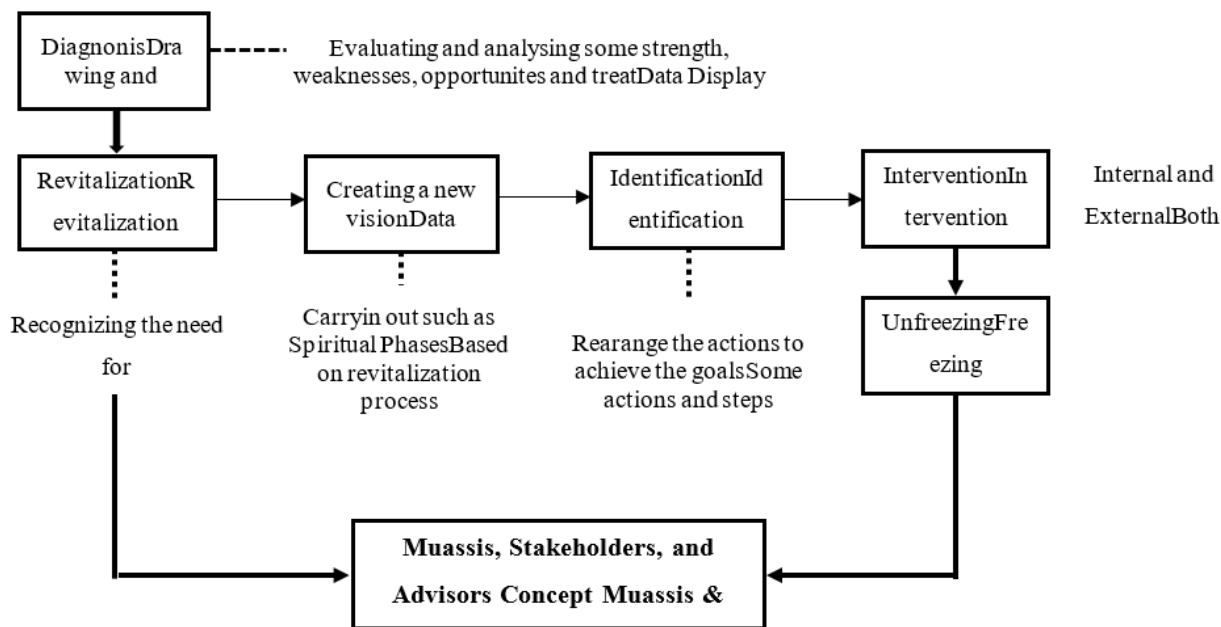
Figure 4. Recommended Organizational Development Model

Office of the Ministry of Religion

Special attention and assistance is needed for efforts to develop Pesantrens in terms of the legalization of Pesantrens graduates and the contents of the curriculum used as well as the development of Pesantrens facilities and infrastructure which still really need support from the competent government and balancing the provision of information about Pesantrens in a proportionate manner so that the existence of Pesantrens truly optimally supported without any dichotomy between Pesantren education and formal education which is under the auspices of the Office of the Ministry of Religion.

The Ministry of Religion at the central, provincial and district levels should provide assistance to Pesantrens in a comprehensive and impartial manner and prioritize fair and equitable principles. This is intended so that all existing Pesantrens can experience policies related to efforts to develop existing facilities and infrastructure as well as human resource development in supporting each program that is developed. It is necessary to revitalize the education management information system in the Pondok Pesantren database at the Ministry of Religion so that all information about the needs for the development of Pesantrens can be properly socialized and the allocation of assistance for the development of Pesantrens can be optimally absorbed.

It is necessary to carry out activities that are collaborative in nature in efforts to develop Pesantren human resources, for example in the scope of increasing teacher competence, education management and knowledge about the context of moderation in education.

Colleges and Universities, especially the Department of Education Management

The curriculum for the education management department should add to the content of courses that contain the substance of religion-based education management which accommodates how a religious-based educational institution maintains its existence and how they develop their organization. This will add new treasures because students will not only be presented with a model of developing educational institutions based on one religion but will also add to their knowledge of how interfaith-based educational institutions manage their education. Considering that the Pesantren organizational development model has strong social and cultural roots with the sociological context of the manager, stakeholders must further strengthen the sociological content in the curriculum content.

6. CONCLUSIONS

Pesantrens have quite varied organizational processes and are not the same as organizations in general. In general, the process of organizing Pesantrens begins and ends with the inheritance process and the leadership relay from the previous manager, then it is continued and even strengthened by the successor manager. The formulation and determination of the vision, mission and objectives of the Pesantren lead to the lofty ideals and expectations of the caretaker or the leadership of the Pesantren which are then interpreted and embodied in the foundation for setting the existing vision, mission and objectives. The formation of the organizational structure of Pesantrens is quite relevant to the needs of fulfilling and achieving the vision, mission and goals. The existing organizational structure is classified into two, namely a detailed organizational structure but minimal optimization of work completion and a simple organizational structure but still prioritizing the efficiency and effectiveness of the work of personnel in an organization. In any structural model, the leadership/muassis remains in the top position in giving instructions and managing the organizational wheel so that the existence of a leadership/muassis and Kyai have a very viral and essential role. The selection of personnel to be placed in existing structural units is carried out in two ways, namely through the acclamation system and the recruitment system. The acclamation system is applied by Pesantrens to select several personnel who will occupy important and main positions, while the recruitment system is carried out to select personnel who will occupy sub-units in the organizational structure.

Constraints and resistance to the development of Islamic boarding schools are things that can hinder the development process or conditions where Islamic boarding schools feel more comfortable to survive in comfort zones and organizational cultures that have already taken root. Constraints in the process of developing Islamic boarding schools are substantively classified into two things, namely internal and external constraints. Internal constraints are obstacles originating from internal Islamic boarding schools, both structural and functional. While external constraints are obstacles outside the Islamic boarding school organizational system.

Pesantren leaders need to organize properly so that the vision and mission of Islamic boarding schools are directed and represent the noble ideals of the founders while still looking at the needs of students/students and the community. In addition to formulating the vision, mission and goals of Islamic boarding schools, Islamic boarding school managers need to establish an organizational structure so that it will be clear the division of labor for each existing personnel in accordance with the fields listed in the organizational structure. Then, determine the personnel who will occupy positions in the organizational structure along with their duties and functions so that it will be clear who will do what and who will be responsible to whom and the most important thing is that there is no double counting of tasks and functions that can reduce the effectiveness of achieving organizational goals. The implication for researchers is the need to examine the relevant organizational processes to be implemented in Islamic boarding schools without reducing the essence and substance of the process itself. In addition, researchers need to examine in depth the process of formulating the vision, mission and goals that will be used as a pilot project to be achieved by Islamic boarding schools. Matters relating to the process of determining personnel need to be revitalized as a form of balancing the system between which must be carried out by the acclamation system, which must go through a process that follows formal procedures.

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