

**PONDOK PESANTREN EDUCATIONMANAGEMENT IN BUILDING THE  
CHARACTER OF INDEPENDENCE IN SANTRIAT THE PONDOK PESANTREN IN  
KEBUMEN DISTRICT, CENTRAL JAVA PROVINCE:**

(Case Study at the Al-KahfiSomalanguPondok Pesantren and SalafiyahWonoyosoPondok  
Pesantren)

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**ABSTRACT**

This research is motivated by the low level of independence of pondok pesantren graduates in facing global competition. The aim of this research is to examine and analyze educational management in fostering the independent character of santri in pondok pesantren and to obtain an overview of planning, implementation, supervision, inhibiting factors and efforts to overcome obstacles. This research is based on management theory, character theory and Independence Theory. This research uses a descriptive method with a qualitative approach through observation techniques, interviews and documentation studies. The research results show that: (1) Planning has been carried out according to planning theory through curriculum and programs according to the pondok pesantren model, but has not been supported by pondok pesantren leadership policies and infrastructure resources. (2) Organizing has been carried out in accordance with organizing theory through stages carried out by Pondokpesantrenadministrators through deliberations of the Asatidz council and to divide teaching tasks and provide educational facilities and infrastructure, but the division of tasks and authority is not yet optimal.(3) Implementation has been carried out in accordance with implementation theory through socialization, coordination and motivation, but has not optimally increased the independent character of santri due to the lack of support from human resource competence. (4) Supervision has been carried out in accordance with supervision theory through direct observation and assessment, but has not been optimal because it is still focused on the core program. (5) Inhibiting factors include the lack of learning facilities and skilled professional staff. (6) Efforts to overcome obstacles through approaches, providing sanctions, expanding cooperation and raising funds. Educational management in fostering the independent character of santri in the pondok pesantren of Kebumen Regency, Central Java Province has been implemented according to management theory through the stages of planning, organizing, implementing and supervising according to the curriculum and programs developed by each pondok pesantren, but has not optimally increased the independence of santri because it is still hampered by pondok pesantren leadership policies and resource support.

Keywords: Character education, santri independence, pondok pesantren.

## Introduction

The social and cultural situation of Indonesian society recently is very worrying with the emergence of various events in education which increasingly lower human dignity and status. The incessant global flow without any filter from Indonesian society means that people are easily carried away by the flow of freedom and individualism, which has a direct impact on the decline in the nation's moral quality. The destruction of moral values, widespread injustice, and a thin sense of solidarity have occurred in educational institutions (Syarnubi, 2013).

Character education is becoming increasingly urgent to be implemented in educational institutions considering that various kinds of non-educative behavior have now pervaded our educational institutions, such as the phenomena of violence, sexual harassment, corruption and abuse that occur in schools. Character is an important aspect of the quality of human resources because the quality of national character determines the progress of a nation. Quality character needs to be formed and nurtured from an early age. Education is an effort to shape a person's character and personality as mandated by Law Number 20 of 2003 concerning the National Education System, article 3 as follows:

"National education functions to develop abilities and shape the character and civilization of a dignified nation in order to educate the life of the nation, aiming to develop the potential of students to become human beings who believe in and are devoted to God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens".

The National Education System Law shows the importance of character for santri to become human beings who believe and are devoted to God Almighty. Because the awareness of having faith and being devoted to God will be a force that can fight back if santri want to commit acts that are not praiseworthy. Especially if it is further strengthened by developing further character, namely santri who have noble morals. So, the student's personality will become stronger and have the character as expected.

Currently, the government is intensively campaigning for character education through educational levels from primary education to higher education. This is an awareness of the importance of character education on the one hand, on the other hand, the phenomenon of moral degradation of the current young generation which makes the nation seem to have lost the national cultural character that has been ingrained for centuries. Apart from that, the erosion of religious spirit in life is also a concern in the fast-paced flow of globalization (Rosyid, 2013: 23).

Almost everyone agrees that the erosion of the nation's cultural character is caused by the weakening of the nation's moral values in people's lives. This is because the formal education paradigm is more dominant in developing cognitive aspects rather than moral and character aspects (Syarbini, 2012: 18). When the cognitive aspect/intellectual intelligence becomes

everything and excludes other intelligences, then spirituality is empty. One alternative to overcome this problem is to send children to Islamic boarding schools. Because Pondokpesantrenwere born to provide a response to the social situation and conditions of a society which is facing the collapse of moral foundations as mentioned above, through the transformation of the values it offers (Siradj, 1999: 201).

In accordance with Law Number 18 of 2019 concerning pondokpesantrenin article 3 paragraph (a) it is also stated:

Pondokpesantrenare organized with the aim of: forming superior individuals in various fields who understand and practice the values of their religious teachings and/or become experts in religious knowledge who are faithful, devout, have noble character, knowledgeable, independent, mutually helpful, balanced and moderate.

Pondokpesantrenhave strong characteristics in the formation of character values with learning models and a culture of pondokpesantrenlife that is full of simplicity, but with current developments of course Pondokpesantrenneed to develop educational patterns to develop the character of santri. The urgency of independent character education, especially for the younger generation in achieving their life goals as independent people in the midst of community life, both for individuals in fulfilling their life's needs and for other people and their environment as an implementation of the knowledge learned at Islamic boarding schools. For this reason, a management pattern for the implementation of education is needed in every educational institution, including pondokpesantreneducational institutions, so that graduates become independent people through character-based education with learning soft skills and hard skills to form the independence of santri, namely having an understanding of religion and noble morals, as well as having skills. of value in society.

This research took two pondok pesantren located in Kebumen Regency, Central Java Province, namely:

First, Pondok Pesantren Al KahfiSomalangu, Kebumen was founded in 1475. The founder was Sheikh As-Sayid Abdul Kahfi Al-Hasani from Hadhramaut, Yemen. More than five centuries old, the Islamic boarding school, which is only about 1.5 km from Jalan Raya Kebumen-Kutoarjo, still remains a center for Islamic education and is currently managed by Sayyid As-Shaikh Muhammad AfifSulchan bin KH. Chanifudin Al Hasani who is the 16th generation in the Al-KahfiSomalangu Islamic Boarding School.

Second, Pondok Pesantren Salafiyah in WonoyosoBumirejo hamlet, Kebumen, which was founded in 1922 AD was founded by Kiai Ahmad Nasikhah who was a student of Hadratussyaikh KH. Hasyim Asy'ari. Kiai Ahmad Nasikhah in 1936 also initiated the founding of Jam'iyahNahdlatul Ulama in Kebumen and was appointed as the first RaisSyuriyah PCNU Kebumen Regency. Currently the existence of the SalafiyahPondokpesantrenis looked after by KH. MuntahaMahfudz is also supported by the Madrasah TsanawiyahSalafiyah and Madrasah Aliyah SalafiyahWonoyosoKebumen.

Management of character education in pondok pesantren in fostering student independence

is very much needed. According to Lickona (2004), good character includes understanding, caring and behaving based on basic ethical values. Character education plays a role in helping santri understand good values and behave based on these values. The strategy for implementing character education, if referring to Lickona's (1991) framework in the book *The Return of Character Education and Educating for Character: How Our School Can Teach Respect and Responsibility*, focuses on three main elements, namely: a) knowledge about morals. knowing), b) feeling/strengthening emotions (moral feeling), and c) moral action (moral action).

According to Komara (2018), character education aims to develop a person's ability to make good and bad decisions, maintain what is good and realize that goodness in everyday life wholeheartedly. Meanwhile, according to Lickona (2013), good character is preceded by knowing good, wanting good, and doing good. These virtues are valuable for living life in society in the future, involving various aspects including social and economic life. Pondokpesantren graduates, apart from having to have soft skills, of course also need hard skills.

The management process is the steps that pondok pesantren educational institutions must carry out in order to achieve the goal, namely to form santri with independent character through the following stages: (1) Planning is the first step in management with the assumption that the independent character education of santri in pondok pesantren is not optimal. (2) Organization is carried out to divide complex work into lighter and more specialized work by a person or group of people who have competence in that field, so that there is synergy between the activities of the entire institution as a whole in achieving educational goals. (3) Implementation is a form of real action from planning and organizing with the assumption that the independent character education of santri in pondok pesantren is not optimal. (4) Supervision is controlling the achievement of program plans with the assumption that the independent character education of santri in pondok pesantren is less than optimal. (5) Obstacles is an analysis of the obstacles faced in implementing education with the assumption that there is less than optimal development of the independent character of santri in pondok pesantren. (6) Efforts to overcome obstacles are steps taken to overcome obstacles, both during the activity process and after the activity with the assumption that the independent character formation of santri in pondok pesantren is not optimal.

Based on the above, implementing good and consistent management of management steps in forming the independent character of santri in pondok pesantren is the urgency of educational goals which must be achieved effectively and efficiently.

## **Research Methods**

This research uses a descriptive analysis approach, namely a research method that attempts to describe and interpret objects according to what they are by applying the case study method. According to Bogdan (1990) in Komara (2011: 19), a case study is a detailed study of a particular setting or event. In a case study, a researcher will usually examine an individual or a particular social unit in more depth with the aim of exploring a particular case in more depth by involving the collection of various information. This case study is used because it relates to the main research question of how and why, when the researcher has little control over an event and

focuses on contemporary phenomena (Yin, 2006: 1). The case examined in this research is the management of pondokpesantren education in fostering the independent character of santri at the Al-Kahfi Somalangu Pondok Pesantren and the Salafiyah Wonoyoso Pondok Pesantren, Kebumen Regency, Central Java Province.

### **Planning**

Islamic boarding schools, which have been around for a long time, are even seen as pioneers of national education in the country, taking a broader view of the meaning of education and allowing their graduates to live a life in society that is in accordance with Islamic teachings in their attitudes and actions. The vision and mission of pondokpesantren is not only to have good morals and spread the purity of Islamic teachings, namely so that their graduates not only become people who are able to face the challenges of life in today's increasingly developing society, but also prepare their graduates to enter global economic competition. For this reason, pondokpesantren need to develop educational patterns so that they can produce independent people equipped with religious knowledge and skills as creatures who cannot be separated from material needs with skills that are valuable in society in accordance with current developments to fulfill life's needs and in the context of spreading religion.

The general objectives of Pondokpesantren education are: (1) forming noble morals, (2) getting closer to Allah, (3) gaining knowledge, (4) developing nature, (5) creating balance within oneself, (6) seeking Allah's pleasure, (7) creating calm and serenity, (8) getting used to doing good deeds, and (9) increasing faith and obedience to Allah. Meanwhile, the specific aim is to educate and teach people to be good at worship, prayer, dhikr, doing good deeds, distancing themselves from despicable morals or traits, and behaving with commendable morals.

From the specific aim of education, not only does it shape graduates into people who are obedient to worship, but pondokpesantren also have a general goal, namely creating balance within oneself according to one's nature as a human being who is able to balance physically and mentally and maintain life in society as a person who believes and God-fearing.

It cannot be denied that economic competition and the flow of globalization have brought changes, especially for the younger generation, so that pondokpesantren education is required to provide a good understanding of the Islamic religion and equip santri with knowledge and skills to face the challenges of global change. Therefore, today's santri must have soft skills and hard skills. Soft skills abilities are often known as non-technical abilities. According to Elfindri (2011: 67), soft skills are defined as "skills and life skills, either for oneself, in a group or in society, as well as with the Creator". By having soft skills, a person's presence will be increasingly felt in society, which includes; communication skills, emotional skills, language skills, group skills, ethics and morals, manners and spiritual skills.

Soft skills education for santri at pondokpesantren can shape people to understand their duties as God-loving people and social people in their attitudes and actions, guided by religious teachings as a philosophical basis for living their lives in the world. Therefore, pondokpesantren also teach about morals towards Allah SWT, and morals towards fellow human beings, cultivate morals in everyday life, and learn about monotheism so that all actions are

solely due to Allah SWT. which is the nature of every human being.

Meanwhile, santri' hard skills education is a person's technical abilities, both in science, the use of technology and other skills in work. Hard skills are also commonly referred to as intellectual quotient (IQ), namely the skills needed to support carrying out a job, including in the form of knowledge, both general and special knowledge. The development of santri' hard skills in pondokpesantren can be seen as less than optimal because education in Pondokpesantren is focused on forming morals and independence to take care of themselves. However, in recent developments, many pondokpesantren have made changes in management by providing additional skills activities for santri according to their interests and talents, such as farming skills and information technology skills or other skills. Currently, santri' hard skills are very important and need to be developed by pondokpesantren to equip their graduates for the world of work. According to Hardi (2010: 43), hard skill indicators include; (a) calculation ability, (b) technical ability, (c) knowledge and insight, (d) ability to use technology, (e) critical thinking ability.

Character according to Lickona (2013:72), consists of: (1) knowing good, (2) wanting good, and (3) doing good. The goodness in this case is certainly good for Pondokpesantren graduates to live a life in society in the future. To achieve this, it is necessary to be prepared from the perspective of pondokpesantren management so that pondokpesantren graduates become superior human beings, namely having knowledge about religion, behaving according to religious teachings, and having skills that are valuable in community life.

Planning according to Terry (in Sukarna, 2011: 10), is: "Planning is the selecting and relating of facts and the making and using of assumptions regarding the future in the visualization and formulation to proposed of proposed activation believed necessary to achieve desired result' . Planning for independent character education for santri in Islamic boarding schools, when referring to planning theory in management, is how to plan independent education by determining knowledge or skills that are useful for santri in society according to current development needs, apart from education which is characteristic, namely religious and moral education, as well as formulating steps to achieve this understanding and skills, and this is of course related to the curriculum as a means of achieving goals, programs and types of activities carried out as well as the resources needed to support these activities.

The provision of education in Islamic boarding schools, both formal and non-formal institutions, must provide usefulness and suit needs and developments, and be able to adapt to current and future changes. The curriculum and programs developed by pondokpesantren must include the formation of santri' independence in attitudes, knowledge and skills in accordance with developments in the era of globalization, and be supported by competent resources in the fields of soft skills and hard skills.

Independence according to Erickson (in Desmita, 2010: 185) is:

Efforts to escape from parents with the intention of finding oneself through the process of searching for ego identity, which is a development towards a stable and independent individuality. Independence is usually characterized by the ability to determine one's own destiny, be creative and take initiative, regulate one's behavior, be responsible, be able to

restrain oneself, make one's own decisions, and be able to overcome problems without any influence from other people.

Meanwhile, according to Steinberg (Damayanti & Ibrahim, 2011: 155) also provides the definition of independence:

It is an individual's ability to manage himself, characterized by not depending on the emotional support of other people, especially parents, being able to make decisions independently and being consistent with those decisions, and having a set of principles about right and wrong, important and not important.

Based on this understanding, independence is a person's attitudes and actions based on his own encouragement, having the ability to self-regulate, solving problems on his own without asking for help from others, and being responsible for all his decisions. Independent santri are santri who can organize themselves, behave and act based on their own understanding and solve problems related to the economy, social and others on their own without relying on their parents or the surrounding environment.

Forms of independence according to Robert Havighurst (quoted by Muhammad Ali and Muhammad Asror, 2006: 110) are classified into four, namely: (1) emotional independence, namely the ability to control one's own emotions and not being dependent on other people's emotional needs, (2) economic independence, namely the ability to manage one's own economy and not depend on other people's economic needs, (3) intellectual independence, namely the ability to overcome various problems faced, and (4) social independence, namely the ability to interact with other people and not depend on other people's actions .

The independence of santri in pondokpesantrenonly revolves around self-reliance in everyday life in pondokpesantrenand the morals of santri, but there is very little discussion of independence in the realm of hard skills or skills even though moral education is also very important, especially in today's era which is full of challenges and global culture test.

Based on the above, the planning for character education in fostering the independence of pondokpesantrenin Kebumen Regency has been prepared through curriculum, programs and resources which have not been maximized, because each pondokpesantrenleader has their own policies in managing it, especially in the field of skills and resource support are still minimal. The curriculum and programs developed by pondokpesantrenhave differences, depending on the management model of the pondokpesantren. Even though there are differences, they still maintain Salaf education, namely studying the Kitab Kuning.

The core education program of pondokpesantrenis a school or madrasa which contains a curriculum and Salaf teaching subjects according to each level to form the independence of santri through the study of religious knowledge and culture, daily morals of santri, discipline of santri, including taking care of their own needs. The pondokpesantrenextra education program is an additional program carried out outside the core program time/day to form santri' independence in the field of skills in the form of sewing training, computer training, cooking and language as a

provision for santri to be developed in society. However, planning has not been optimal and has not been supported by adequate learning infrastructure resources. This is because pondokpesantren leaders have their own policies, some pondokpesantren are still focused on core programs and forming santri' independence in managing their study time and taking care of themselves (self-reliance).

## **Organizing**

The organization of pondok pesantren learning in Kebumen Regency means that in the organizing stage, the leadership of the Islamic boarding school and the Asatidz board first hold a meeting to create indicators and then carry out teacher-teacher collaboration either in one field of work or between fields of work. The things contained in the organizing stage include the following: (1) division of teaching duties for educators and education staff, (2) provision of facilities and infrastructure, (3) control of student activities.

In organizing educational staff, namely extra learning teachers in developing the independent character of santri coming from pondok pesantren and alumni. The organizing process carried out by pondok pesantren in Kebumen Regency to support learning in developing the independent character of students has been going well, namely it has been arranged by field/section and in coordination with the leadership of the Islamic boarding school to strive for extra activities that can develop a spirit of independence for santri, this is in line with management principles.

Terry (2001:297) explains that organizing is building effective behavioral relationships between all people, so that they can work together efficiently and achieve personal satisfaction in the context of environmental influences to achieve goals and objectives. The organization of core learning at pondok pesantren in Kebumen Regency already has good management. All areas of education have been handled by each section. As for character education in fostering santri' independence, it is still not well organized, teachers, in addition to their teaching duties, also control students in extra educational fields such as carpentry and agricultural activities.

The types of skills chosen by pondok pesantren to support the independence santri of pondok pesantren must be based on community needs, so that when they graduate from pondok pesantren the children are able to work and be independent according to community needs. Apart from that, pondok pesantren and parents of santri must be able to collaborate in supporting students in every activity related to skills learning to get the best results.

The organization of pondok pesantren education in Kebumen Regency, namely the existence of cooperation between people in work fields or work backgrounds, has been well established. In determining the administrators of each field, the pondok pesantren is nominated by election or appointed directly by the kiai who cares for the pondok pesantren. The choice of method is adjusted to the field of work. For example, in the financial department, pondok pesantren have more confidence in people who can record and maintain trust well, so that the pondok pesantren treasurer is appointed directly to the person who has earned that trust. Meanwhile, administrators in other fields are generally elected at meetings.



Organizations that do not have a good management system will not be able to develop rapidly and may even experience setbacks. Management science can play a role in developing procedures for analyzing and solving problems by utilizing technology in order to make decisions. Leaders of pondok pesantren must provide direction and guidance to entrepreneurship educators, then evaluate and monitor their implementation in accordance with the targets and programs set by the pondok pesantren. Long-term program planning is carried out every five years, but reviews of teachers in the field of entrepreneurship must be carried out at any time on an ongoing basis to identify weaknesses and correct these weaknesses for improvement in a better direction. Apart from that, the provision of facilities and infrastructure to support character education learning is an inseparable part of the teaching and learning process.

At the basic level, students are given simple leadership skills first, such as managing class organization, pondok pesantren structure, division of work tasks, and so on. This is intended so that santri understand the goals and functions of the organization they lead. The problems will be simple, such as a lack of funds for equipment, social activities and so on. In this way, the santri are motivated to automatically solve the problems they face. Understanding skills in the learning context of skills subjects in Islamic boarding schools, efforts to obtain skillful, fast and precise competencies in dealing with learning problems. In this case, skills learning is designed as a learning communication process to change students' behavior to become agile, fast and precise. This skilled behavior is needed in the independent personality of students when living in society.

### **Implementation**

Implementation in the management stage is a real action of planning and organizing by moving all resources towards the goals to be achieved. The most important element in management is the element of human resources who have competence according to their duties and fields. Likewise with the implementation of educational activities in non-formal institutions such as Islamic boarding schools, where human resource competence is very important in managing santri and achieving goals well. Therefore, running an organization requires the support of competent and serious human resources to achieve goals. Character education is an effort to develop human resources who have noble character, are independent and capable.

The learning process involves carrying out activities according to their respective roles and competencies. Directly in the learning process there is interaction between: (a) educators with their competencies and learning methods, (b) santri with their potential, characteristics, interests and motivation, (c) subject matter with their competency standards which are planned, implemented, evaluated and assessed, (d) educational facilities with completeness and quality of function, and (e) adequate facilities and infrastructure so that the teaching and learning process runs conductively.

Character education in fostering the independence of santri in PondokpesantreninKebumen district as planned and organized in the curriculum, programs and resources through socialization, coordination and motivation. The pondokpesantreneducation program is socialized to all internal and external members of the pondokpesantrenwhich has been determined and organized, especially the core program, then an activity schedule is prepared which contains the

teaching subjects, as well as the assigned santri, and the program achievement standards are in accordance with the direction of the pondokpesantrenleadership which generally spends one book at one grade level.

Organizing according to Terry (1986) is the determination, grouping and arrangement of the various activities needed to achieve goals, the assignment of people (employees) to these activities, the provision of physical factors suitable for work needs and the assignment of activities which are expected. (in Sukarna, 2011: 38)

In organizing, the most important thing is to place people who have the ability, provide clear authority and seriously carry out their duties and responsibilities. Apart from organization, in an effort to achieve the expected goals, implementing an activity program is not enough to provide understanding and dividing each individual's tasks, but it requires motivation for individuals to be serious in carrying out their duties. The motivation for implementing independent character education for santri at pondokpesantrenin Kebumen Regency is carried out by kiai, asatidz and among the santri themselves.

Referring to the implementation theory in the management stages according to Terry (in Sukarna, 2011: 82) as follows:

"Actuating is setting all members of the group to want to achieve and to strike to achieve the objective willingly and keeping with the managerial planning and organizing efforts", namely organizing or motivating all members of the group to want and try hard to achieve the goal sincerely and in accordance with leadership planning and organizing efforts.

The implementation of pondokpesantreneducation in fostering the independent character of santri in Kebumen Regency has not been optimal in implementation, especially in extra skills programs due to the lack of management and involvement of professionals according to their competence.

### **Supervision**

Supervision in the management stage is the process of controlling all activities so that they are carried out according to program standards that have been planned and organized into several activities. Educational supervision in fostering the independent character of santri in pondokpesantrenin Kebumen Regency is in principle carried out by all boarding school residents, most importantly by kiai and asatidz. Controlling the achievements of the core program is specifically carried out by asatidz both through observation and in the form of assessments as reporting language for evaluation.

However, supervision has not been optimal in an effort to control all implementation of core programs and extra programs according to expected program standards due to differences in student backgrounds, lack of support from competent human resources, as well as less than optimal management of extra programs.

### **Inhibiting Factors**

Inhibiting factors are elements as well as situations and conditions that influence the failure to achieve the educational goals of pondokpesantrenin fostering the independence of santri in

Kebumen Regency which have been formulated by involving pondokpesantren residents, although they are not yet optimal. Independence is not a trait inherent in individuals from birth, but is influenced by various stimulations that come from the environment, including family, school, media, religion and work or tasks that require certain personal attitudes. This influence can have a good or bad impact. The good impact generally occurs across information globally, such as in the fields of economics, culture, labor and others which can be utilized in the fields of science and business. However, global information can also have a negative influence on the nation's religious and cultural values, especially for the younger generation who are not yet ready to face the current global era of cultural exchange and competition in the world of work.

Therefore, to be able to face the current era of globalization and digitalization, santri must have soft skills and hard skills to meet the ever-growing global economy, while to face global cultural flows, the younger generation needs to be equipped with strong knowledge and understanding of religion and be nurtured through a culture of noble morals starting in educational institutions in order to become a young generation who has independent character in various aspects of life, both in religion and culture and in the field of expertise.

### **Efforts to Overcome Obstacles**

Pondokpesantren education in developing the independent character of santri in Kebumen Regency is still faced with several obstacles. Factors inhibiting education in fostering the independent character of santri in Pondokpesantren in Kebumen district include policy factors, resource factors and character and background factors of santri. Even though there are differences in the policies of pondokpesantren leaders in providing education at Islamic boarding schools, each pondokpesantren has facilities for skills training such as sewing training laboratories and computer laboratories. The efforts made are: a) Utilizing santri who have completed training as teaching staff, in order to overcome limited professional human resources in their fields of expertise. b) Utilize the facilities owned by pondokpesantren outside of student study hours.

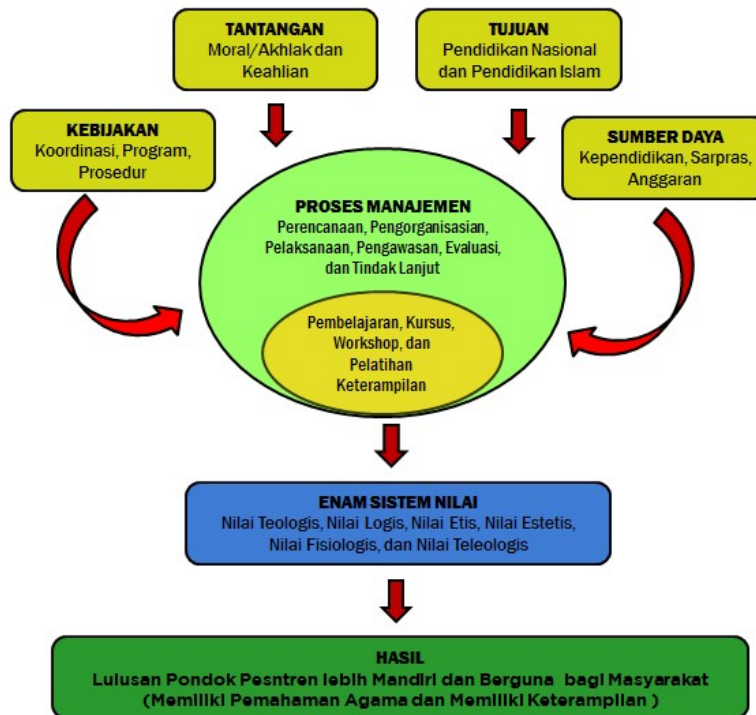
Based on the explanation above, it can be concluded that, efforts to overcome educational obstacles in fostering the independent character of santri in pondokpesantren in Kebumen district for implementing core programs are related to the lack of learning infrastructure by utilizing the santri' rooms, differences in character and background of santri by carrying out approaches and sanctions, and the lack of support from competent and professional teaching staff for skills training using santri and alumni, while follow-up efforts include expanding collaboration in the skills sector with alumni and exploring non-binding budgets from donors and the government. However, the efforts made to manage core programs have not been optimal because some skills training has not been made into the main program for pondokpesantren management.

### **Research Result**

The management model for independent character education for santri in Pondokpesantren is not yet optimal, according to the theory that in forming the independent character of santri, concepts and guidance are needed by examining values in six value systems, namely: first,

theological values, which are reflected, among other things, in the Almighty God. , pillars of faith, pillars of Islam, worship, monotheism, ihsan, istighfar, prayer, sincerity, repentance, ijtihad, khusyu', istikamah, and jihad fi sabilillah. Second, ethical-legal values, which are manifested in, among other things, respect, kindness/humbleness, loyalty, trustworthiness, honesty, responsibility, good faith, loyalty-fairness, faithfulness, patience, forgiveness, helpfulness, tolerance and harmony. Third, aesthetic value, which is manifested in, among other things, good, clean, beautiful, pretty, sweet, attractive, harmonious, romantic and loving. Fourth, logical-rational values, which manifest, among other things, in logic/compatibility between facts and conclusions, precise, appropriate, clear, real, identity/characteristics, processes, circumstances/conclusions are suitable. Fifth, physical-physiological values which clearly manifest the elements, their functions, sizes, strengths, changes, locations, origins, causes and effects. Sixth, teleological values are manifested in useful, useful, appropriate to its function, developing/advanced, orderly/disciplined, integrative, productive, effective, efficient, accountable, innovative.

So, by implementing the pondokpesantreneeducation management model in fostering the character of independence, it is hoped that it will be possible to form santri who have noble character, have useful skills and become the successors of the ulama. The hypothetical model developed is reflected in the following chart:



## Conclusion

From the results of research on the management of pondokpesantreneeducation in fostering the independent character of santri in Kebumen Regency, Central Java Province, it can be concluded: 1) Management of pondokpesantreneeducation in developing the independent

character of santri has been carried out in accordance with management theory through the stages of planning, organizing, implementing and supervising according to the curriculum and programs developed by each Islamic boarding school, but it has not been maximally increasing the independence of santri because it is still hampered by leadership policies. pondokpesantrenand lack of resource support. 2) Management of pondokpesantreneducation in developing the independent character of santri as follows: a) Planning has been carried out according to planning theory through curriculum and programs involving administrators and asatidz according to the model of each Islamic boarding school, but it has not been optimally supported by the policies of pondokpesantrenleaders and infrastructure resources.b) Organizing has been carried out in accordance with organizational theory through organizing stages carried out by the leadership of the Islamic boarding school and the Asatidz council through deliberations to divide teaching tasks and provide educational facilities and infrastructure.c) Implementation has been carried out in accordance with implementation theory through socialization, coordination and motivation, but it has not been optimal in developing the independent character of santri due to the lack of competent support from human resources, especially extra program educators.d) Supervision has been carried out in accordance with supervision theory through observation, assessment and sanctions, but it has not been optimal because it is still focused on the core program.e) Inhibiting factors include a lack of core program learning facilities and a lack of competent professional staff in the skills sector.f) Efforts to overcome obstacles in the process through a personal approach, providing sanctions, giving additional assignments, and utilizing santri as teachers in extra programs, while future improvements include expanding cooperation and raising funds.

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