Original Research Article

The Development of Pesantren Tahfidz Model to Support Indonesia Gold in 2045

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Abstract

The research with the title development of pesantren tahfidz to support Indonesia gold in 2045 aims to develop some aspects of pesantren tahfidz, there are eight priority aspects than used as clusters, namely: organization, leadership, curriculum, teacher, student, financing, networking and information and technology, then there are twenty three sub-aspects used sub-clusters, namely: organizational culture, organizational structure, regeneration, charismatic, collective, authoritarian, integrated, curriculum 2013, mu'adalah curriculum, competence, qualification, literacy, character, intelligent, religious, tolerant, charity pesantren resources, donations from external parties, trust building, potential development, e-learning, e-tools, e-library. This study uses a qualitative method, by conducting observations, interviews and literature review. Then the findings are processed using the *Analytic Network and Process* method with super decision software. The results of this study are the pesantren tahfidz model that can support Indonesia gold in 2045 based on the priority value (1) *organizational* cluster with organizational culture sub-cluster is the most dominant aspect with an average value of 17%. (2) the leadership cluster becomes the second aspect with a *collective leadership* sub-cluster with a score of 11% (3) on the third priority, namely the development of human resources, especially teachers from the aspect of *teacher literacy* with a value 9%.
Keywords: Development, Pesantren Tahfidz, Indonesia gold.

INTRODUCTION

Pesantren and Indonesia are two integrated things, its difficult to separate from one another, historically, pesantren as stated by researchers are educational institutions that are unique and have to be Indonesian identity (*indigenous*), (Madjid, 1997, p. 14), Islamic boarding schools or pesantren have existed for a long time even before the birth of Indonesia. Meanwhile, the long journey of the Indonesian nation itself was able to go through the phases of colonialism and the struggle in turn succeeded in proclaiming its independence on 17 August 1945 was the success of the struggle of all elements of the nation including the pesantren (kyai and santri).

Indonesia, within ± 23 years, to be exact, in 2045 will enter the 100th anniversary of independence day, many hopes and dreams have been pinned in that year and are often referred to as the "golden age", the brilliance of both economic growth, the creation of stable politics and increasing education quality. This is based on the existence of various opportunities and potentials that Indonesia has to become a developed and prosperous country including: the potential of Indonesia's natural resources which are very wide and rich, then the potential of human resources where the population is growing from year to year so it is predicted that Indonesia will reap the benefits. the growth of productive society in 2045 later this is often referred to as a bonus demography.

The main component in realizing the great potentials above is the birth of productive human resources who are reliable, of course it cannot be separated from the presence of quality education, which is able to carry out the transformation of human being properly, even if it is observed from the aspect of the constitution and legislation as The highest legal has mandated the of an educated society, this is as stated in national education law number 20 of 2003 below:

"Pendidikan nasional berfungsi mengembangkan kemampuan dan membentuk watak serta peradaban bangsa yang bermartabat dalam rangka mencerdaskan kehidupan bangsa, bertujuan untuk berkembangnya potensi peserta didik agar menjadi manusia yang beriman dan bertakwa kepada Tuhan Yang Maha Esa, berakhlak mulia, sehat, berilmu, cakap, kreatif, mandiri, dan menjadi warga negara yang demokratis serta bertanggung jawab".

Being a developed country that includes developed humans is a good thing, and if viewed from the aspect of religion, for a long time the Qur'an as a guide in carrying out religious principles has provided clear guidance on the necessity of piety and always carry out introspection and evaluation of the practices that have been done today for tomorrow's life the next day/future. Allah said in the Qur'an:

يَٰٓأَيُّهَا الَّذِينَ ءَامَنُوا اتَّقُوا اللَّهَ وَلْتَنظُرْ نَفْسٌ مَّا قَدَّمَتْ لِغَدٍۢ وَاتَّقُوا اللَّهَ إِنَّ اللَّهَ خَبِيرٌۢ بِمَا تَعْمَلُونَ

Ibn Kastir interprets the above verse as a guide for a believer to always be devoted to Allah and do evaluation or count righteous deeds that have been done before being judged, and the use of the word lighad which literally means tomorrow is the context of the hereafter, so it is necessary to have piety and prepare for the hereafter (الأول الجزء ,كثير بن, p. 419).

Furthermore, that currently Islamic educational institutions, especially Islamic boarding schools (pesantren) are faced with their own problems, this is exacerbated because of their dual role, on the one perception pesantren as an institution of religious education and character building and on the perception pesantren has a basis that is directly sourced from the Qur'an. (Shofiyah, 2019, pp. 10-11) stated that there are at least four main problems that must be solved by pesantren in the current millennial era, namely:

i. **Leadership Aspect**: The main factor that pesantren is difficult to develop is because pesantren are still firmly patterned with centralized and hierarchical leadership centered on one Kiai. This pattern tends to be authoritarian and in the world of education tends to have a negative impact. Then also the leadership of the kyai who is very super great and fills all lines such as the kyai as the designer (architecture) of the kyai as the founder and developer of the kyai as the leader and manager, causing the leadership of the Islamic boarding school to be not optimal.

ii. **Weaknesses of Methodology**: It is acknowledged that Islamic boarding schools have a strong tradition in the field of classical scientific transmission, but lack of methodology and even far from technological knowledge, this kind of transmission process will only result in the accumulation of knowledge. As is usual, the creation of good output begins with a good process, in the context of education that learning is a combination of various components such as: teachers, students, materials and methods. Constructivism-based learning with student-oriented learning activities (student central learning) while the teacher in this case the ustadz positions himself as a learning manager or facilitator.

iii. **The irrelevant curriculum**, the existence of pesantren which has the main function as an educational institution for Islamic values makes it very dominant in religious scholarship, such as fiqh, tafsir, tauhid and the other lesson, but other schools are relatively indifferent to the prospect of current knowledge which is precisely this. become a special need for students.

iv. **Disorientation:** Pesantrens are currently faced with two positions between becoming an educational institution with a religious identity or becoming an educational institution that adopts a modern system and absorbs new cultures from outside. This dilemma makes Islamic educational institutions lose the ability to define and position themselves in the midst of social realities that are currently undergoing rapid changes.

Apart from the several main problems above, pesantren also seem to have to realize their weaknesses from a managerial aspect, Tilaar (2006) said that currently pesantren have not been managed based on effective/ideal management principles. There is even a management crisis in the management of education that occurs in almost the majority of Islamic boarding schools, this is due to several factors including the majority of Islamic educational institutions having private status, which means that their management is dominated by their owners (Tilaar, 2006, p. 1).

The same problem was also conveyed by Abdurrohman Mas'ud that currently there are still many spaces that are the cause of the weakness of Islamic boarding schools, namely: *first*: the majority of Islamic boarding schools are oriented backwards (*salaf oriented*) this is still very dominating, the paradigm of maintaining is greater than efforts and moving forward.. *Second*: space ratio (*common sense*) has not become an idol for pesantren circles, *Third*: weak competence from

the aspect of writing and even disappears from the world of pesantren (Mas'ud, 2020, p. 261). Departing from a background related to expectations, aspired opportunities that are faced with problems and the pesantren themselves, this research is intended to form a model pesantren tahfidz that is able to support Indonesia Gold 2045.

MATERIALS AND METHODS

This research is a qualitative research, this is because the main purpose of this research is to describe the research topic by using a natural theoretical basis as a reference in analyzing and constructing phenomena, then the next phase of the findings in this study are analyzed using Analytic Network and Process (ANP), this method as a way of determining priorities in supporting the realization of the pesantren tahfidz that supports Indonesia gold in 2045.In qualitative research, data processing has taken place when the data collection process is carried out, namely the researcher analyzes the answers when, for example, in interviews.

Data collection instruments in this study include observation, documentation, interviews. This research was conducted in two places pesantren tahfidz namely (1). Pesantren Tahfidz Daarul Qur'an – Tangerang, (2). Pesantren Tahfidz Darul Qur'an Mulia-Bogor.

Furthermore, as a study that tries to construct a model based on its main characteristics, this research uses a technique that can provide an accurate evaluation of a challenging problem. ANP is a technique developed by Thomas L. Saaty, (a Professor at the University of Pittsburgh). ANP theory was first introduced and simply illustrated by Saaty in 1980 entitled Multicriteria Decision Making: The Analytic Hierarchy Process which was then followed in 1996 with the title Decision Making with Dependence and Feedback and then revised in 2001 to include BOCR and finally in 2005. by incorporating negative priorities and different formulas for the synthesis of Analytic Network Process Theory and Applications. The research flow can be seen as follows:

Figure 2: Steps of ANP Research
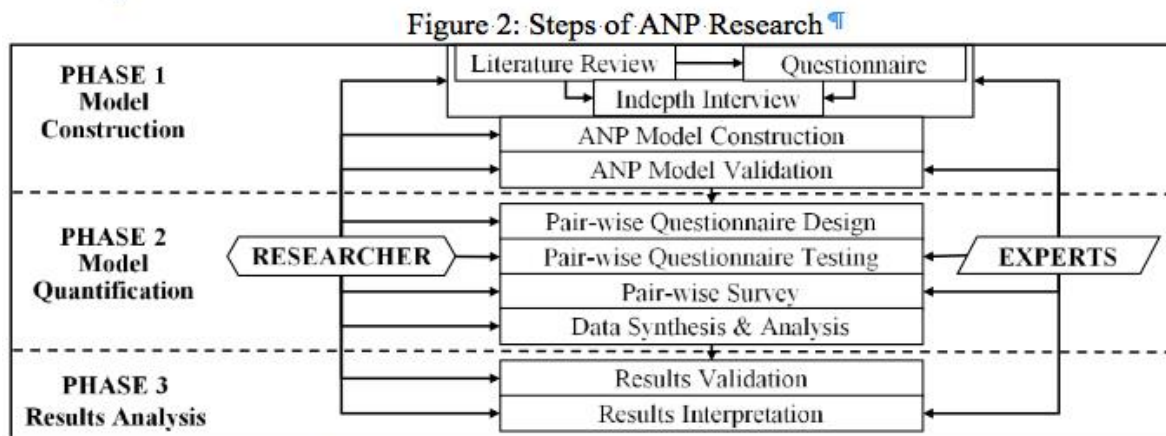
In research uses the ANP method, the presence of practitioners and experts who have a deep understanding of the problem being studied is the main thing, so in this study, there are six informants were involved (four from pesantren tahfidz aspects and two from experts).

RESEARCH RESULTS AND DISCUSSION
i. The Aspect Pesantren Tahfidz

Islamic Boarding School or specially by pesantren tahfidz as an educational institution that has a forward orientation in giving birth a generation that has various competencies is expected to make the 100th anniversary of independence later as a valuable momentum. This is not the end point of the development of the institution of education and pesantren tahfidz because in essence pesantren and other educational institutions are not designed for a certain period of time but for an unlimited period of time.

Development in pesantren tahfidz has become the thing that should be, in order to balance education with the demands and expectations of society. Modernization as an instrument of the development of Islamic boarding schools can be realized in every important element, education which is used as the main mover. Amiruddin take from Azyumardi Azra's opinion that there are two aspects that need to be developed so as to make education a grand design in the renewal of Islamic boarding schools, namely *first*: development of aspects of educational goals and *second*: development of educational curriculum.

As for the renewal in the *first* aspect is educational goals, as is generally known, human life and creation cannot be separated from the existence of goals, and in Islam the main goal of creating humans on this earth is to become individuals who are devoted to God (Allah Swt), humans who are able to create a balance of happiness both in this world and in the hereafter, as well as being a human being who is bring

peace to all person (*rahmatan lil 'alamin*). While the specific purpose of Islamic education is more practical, it combines the purpose of life from the cognitive, affective and psychomotor aspects. Combining these three competencies makes education developed in an integrated manner so that students develop according to their needs (Amiruddin, 2018, p. 9).

Then the *second* aspect is curriculum, which has the same urgency as educational goals, the curriculum becomes an integral part of all educational processes from beginning to end, including input, process, output and outcome because the curriculum as much is defined in the achievement of educational goals that are more detailed and complete. materials, methods, and evaluation systems through the stages of student mastery of the three aspects above.

In other result and theories, Abdul Basyit quotes Daulay's opinion that the development and renewal of Islamic education is implemented in at least three aspects, namely: method, material content, and leadership. The method is a tool in realizing quality learning is expected to be able to adopt up-to-date and relevant things to the conditions of the times, learning methods in the context of pesantren in the initial concept are known as *wetonan*, *sorogan*, and *bandongan*, this can be developed towards a more modern nature into a collaborative method, meanwhile, in the aspect of learning material, it is the adoption of balance and even strengthening of thematic materials while maintaining the classical books as conservative content, and from the leadership aspect the development of a collective leadership model (Basyit, 2017, p. 304).

The National Education Standards Agency (*Badan Standar Nasional Pendidikan*) stipulates that there are eight standards maked main aspects of determining the quality of education in Indonesian, its all has a high urgency value to be integrated with competencies and educational directions in 2045, based on government regulation number 19 of 2005 it is stated that national education standards consist of the eight are aspects : content standards, process standards, graduate competency standards, teacher and education personnel standards, facilities and infrastructure standards, financing standards, management standards and education assessment standards.

After observing the important aspects of education from the above theories regarding golden Indonesia, pesantren tahfidz with all their dynamics, this section will present ideal findings related to pesantren aspects that need to be developed based on scientific studies, as follows:
First: Organizations, Pesantren Tahfidz Daarul Qur'an - Tangerang and Pesantren Tahfidz Terpadu Darul Qur'an Mulia - Bogor both have a clear vision and mission that serve as a reference in carrying out strategic steps in the management and development of pesantren, apart from that the structure of the two also has clear parts, no based just feeling needing, but has a clear division of tasks and authority (job description), so that no matter how big the institution and its organizational network, the part that is responsible for it has been found. Then related to organizational culture, there is a reality that in realizing a school that has a forward orientation, these two pesantren have an organizational culture that supports the realization of a Indonesia gold in 2045.
Second: Leadership, in the aspect of leadership, researchers can point out that these two tahfidz pesantren are led by a kyai who is the founder and pioneer of the pesantren, at this time KH. Yusuf Mansur is the pioneer and general leader of Daarul Qur'an, while KH. Wahab Hasbullah is also a central figure in the birth of the Noble Darul Qur'an-Bogor. In a practical level, it was found that both of them applied the principles of effective leadership through delegation to their subordinates to ensure the creation of an effective result, especially related to education and teaching, the general difference in leadership at these two tahfidz institutions is in the leadership frame, where if in Daarul Qur'an- Tangerang, a leadership figure other than the general leadership, namely KH. Yusuf Mansur also appeared other figures such as KH. Ahmad Jamil, Ustadz H. Anwar Sanusi, Ustadz H. Tarmidzi. Meanwhile, in Darul Qur'an Bogor, the leadership frame is still focused on the kyai as the main leader.
Third: Curriculum, the creation of various expectations related to Pesantren Tahfidz that are able to realize Indonesia gold, through the birth of a superior generation and based on the Qur'an cannot be separated from the curriculum applied. The curriculum as the spirit that guides learning in these two pesantren, the findings of researchers related to the curriculum that in Daarul Qur'an-Tangerang curriculum is described in several forms ranging from adopting to the Ministry or in the form of mu'adah, meaning that in reality students have the choice to process the achievement of memorization is achieved and his status as a formal student is also carried out. It is different from the Daarul Qur'an Islamic - Bogor, in this pesantren getting four integrated four curricula , the curriculum of Ministry of National Education, the pesantren curriculum, education curriculum and tahfidz curriculum. So the curriculum in two pesantren here which is to follow the national education system with SMP and SMA IT levels.
Fourth: Teacher/Ustadz, at the two pesantreh tahfidz which were the research locations it was found that teachers as the main component in providing quality education in general have become a concern and priority, because through the presence of teachers who are not only knowledgeable but also agents of change who are always present. inspire many students. In the aspect of how pesantren should develop teacher

resources, researchers see that the teachers at these two pesantren have regularly evaluated the process carried out. Then to improve self-qualifications and competencies through further studies, it has also become a common awareness for both teachers and pesantren managers, of course this is one thing that is able to realize the birth of the golden generation of 2045 later through the good hands of teachers.

Fifth: Student/Santri, santri in the perspective of pesantren are basically manifested through the birth of figures who have knowledge and have noble values/characters. In the learning process that students have familiarized themselves through the cultures of the pesantren, this habituation will in turn become a characteristic of a santri. Apart from that, at the level of pesantren tahfidz with a lot of memorization that a santri has, as well as his fluency in memorizing the Qur'an is expected to be something that is inherent in him, so that the birth of breadth of knowledge on the meaning of the contents of the Qur'an. Apart from inculcating values and character, there is actually a lot of space and potential in a pesantren which, if utilized by a student, will have a significant impact on the development of his skills and potential. Ability is a very important thing in realizing a superior and characterized Indonesian generation, in the world of Islamic in pesantren tahfidz students are given the freedom to develop their talents and interests, channeling talents and potentials at pesantren tahfidz can be done in many ways, such as at competitive events, both physically and mentally. internal and external to the pesantren.

Sixth: Financing, pesantren as the birthplace of a generation that is expected to have knowledge and be guided by Islamic values, it should be supported by the availability of all the necessary tools, to meet all the needs of students' lives, pesantren managers are required to have expertise in finding good sources of financing. internally and externally, Daarul Qur'an Cipondoh since its establishment has started from a movement that has material values, namely the shadaqah movement and this is what became the magnet for the establishment of this pesantren. from economic development through pesantren and other businesses.Meanwhile, Darul Qur'an Mulia is currently still in the process of finding the right formula for developing pesantren internally ' charitable businesses, so that currently pesantren are still very dependent on internal financial sources.

Seventh: Networking, Pesantren tahfidz Daarul Qur'an Tangerang and Pesantren Terpadu Darul Qur'an – Bogor with a boarding system (berasrama), at the level of implementation of these boarding schools can be categorized as modern boarding schools (*khalafy*), openness to the outside world is one of the characteristics of modern boarding schools, meaning that they do not close themselves off and become exclusive institutions far from social values. The openness promoted by these two pesantren resulted in the establishment of good communication and relations

with various groups, both from elements of the pesantren in particular and other elements. The projections of the two pesantren have similarities, which have a future orientation and this is a strength as a pesantren that is known in the global arena.

Eighth: Information and Technology, In the observations and observations that have been made, that the DaQu and DQ pesantrens have basically adopted and used learning that is linked to technological features, in terms of open access and profiles of pesantren, these two pesantren already have websites and a special blog that can be accessed by the general public.

ii. Data Processing Using ANP

Based on the results and answer of the questionnaire than interviews with informants related to the aspects that will be used as clusters and sub-clusters of this research, it can be described as follows:

Table 1: Cluster and Sub-Cluster Development

No	Cluster	Sub-Cluster
1	Organization	Organizational culture
		Organizational structure
		Re-generation
2	Leadership	charismatic
		Collective
		Authoritarian
3	Curriculum	Integrated
		Curriculum -13
		Mu'adalah
4	Teacher/Ustadz	Competence
		Qualification
		Literacy
5	Student/Santri	Character
		Intelligent
		Religious
		Tolerant
6	Financing	Pesantren Charity
		External Party Donations
7	Networking	Trust Building
		Potential Development
8	IT	e-Learning
		e-Tool
		e-library

It can be seen from the results of the 1st questionnaire recapitulation above that the determination of clusters and sub-clusters are aspects that are considered important by decision makers, with the results that there are eight (8) clusters and twenty-three (23) sub-clusters. To create a model using the *Analytic Network and Process* (ANP) method, each of the above clusters and sub-clusters will be assessed for their respective weights, then comparisons or dependencies are made between each cluster (*inner dependence*) and between sub-clusters (*outer dependence*). And the results are as follows:

Table 2: Inner and Outer Dependence Development

In table above, it can be seen that the yellow box indicates that there is an influence (*depend*), the relationship (*network*) between elements, the network is classified into two criteria *inner dependence* (in one cluster), *outer dependence* (between sub-clusters), so this is a function of the use of the Analytic Network and Process (ANP) method.

iii. Comparison between Clusters (*Inner Dependence*)

First: In the organizational cluster (1) it is agreed that organizational culture (A) has an influence on fellow clusters, namely regeneration (C). while the influence outside the organizational culture cluster also affects/has a relationship with: charismatic leadership (D), collective (E) and authoritarian (F). As for organizational structure (B) the effect on the other two sub-clusters is 'organizational culture' (A) and 'regeneration' (C), Meanwhile, regeneration in the organizational cluster also affects organizational culture and organizational structure.

Second: In leadership cluster (2), it is found that charismatic leadership affects authoritarian leadership, while collective leadership affects authoritarian leadership.

Third: As for the curriculum cluster (3), it was found that the curriculum only has network a curriculum 2013.

Fourth: Meanwhile, in the aspect of teacher resources, it was found that teacher competence had an effect on teacher qualifications and literacy, while teacher qualifications had an effect on teacher competence, while teacher literacy had an effect on teacher qualifications and competencies.

Fifth: in the santri resource cluster (5), it was found that the character (M) affects to intelligent students, while the intelligence of students will affect the character and

tolerance of students, religious values have a relationship with the character of students only.

*Sixth:*in relation to the financing of the pesantren, it is found that the donation of external parties (R) has an effect on the charity of the pesantren's business.

Seventh: the networking aspect resulted that there is no relationship between fellow clusters.

Eighth: Information and Technology that the three sub-clusters have their respective independence.

a) Outer dependence

From the table above, the sub-clusters that have relationships and networks with sub-clusters in other clusters are as follows:

First : organization, in the organizational culture sub-cluster has a relationship with charismatic, collective and authoritarian leadership, then also has a relationship with teacher qualifications, teacher literacy, the birth of students/santri with character, intelligent, religious and tolerant, while the organizational structure has a relationship with collective leadership, donations from external parties and the potential development of pesantren. and as for regeneration, it has a relationship with: charismatic, collective and authoritarian leadership, then also influences all aspects of santri, and trust building.

*Second:*leadership, it was found that the charismatic leadership sub-cluster has links with regeneration, religious, tolerant, business charities and donations from external parties. Meanwhile, collective leadership has a very dominant influence covering all other outer sub-clusters. As for authoritarian leadership, it is related to organizational culture, regeneration, pesantren business charity and the creation of pesantren trust building.

*Third:*Curriculum, it was found that the integrated curriculum has a relationship with culture,

organizational structure and charismatic leadership, and has links with all aspects of teacher human resources, as well as three aspects of student human resources and is integrated with all IT sub-clusters. The curriculum is related to all aspects of teacher human resources and IT. Meanwhile, the Mu'adalah curriculum is related to organizational culture, literacy, and all aspects of human resources for students.

Fourth:Teacher/Ustadz, the sub-clusters contained in this criterion indicate that teacher competence has a relationship with culture, structure and collective leadership, as well as all aspects of Santri. Meanwhile, teacher qualifications have almost the same relationship, namely: all organizational sub-clusters, charismatic and collective leadership and character students., and teacher literacy has a significant influence on all research sub-clusters.

Fifth : Student/Santri, that of the four sub-clusters, the influence on the external network is same relatively, namely: character students have a relationship with culture and organizational structure. Meanwhile, students with intelligent criteria choose the relationship with the culture, structure and regeneration of the pesantren, then charismatic leadership and all aspects of teacher human resources. And as for students with religious aspects, they will have an influence on all aspects of the organization, leadership, literacy and

donations from external parties. Meanwhile, students with tolerant aspects are dependent on organizational culture and collective leadership.

Sixth: Financing, this cluster has a relationship where the charity of the pesantren business is related to the potential development of the pesantren and its connection to IT equipment, while the donations from external parties are related to organizational culture, organizational structure and kyai leadership as well as teacher qualifications and literacy.

Seventh: Networking, this aspect has two subs, namely trust-building and the development of the potential of pesantren, both of which have almost the same relationship, namely leading to the organization and leadership of the pesantren.

Eighth: Information and Technology, this aspect results that e-learning, e-tools and e-library have links with organizational culture, curriculum and teacher human resources, especially literacy.

After obtaining the results related to the relationship, interrelation and influence of all aspects as a decision to determine a decision, it can then be continued to the formation of the pesantren tahfidz model using the Analytic Network and Process (ANP) using super decision software. And the result is below:
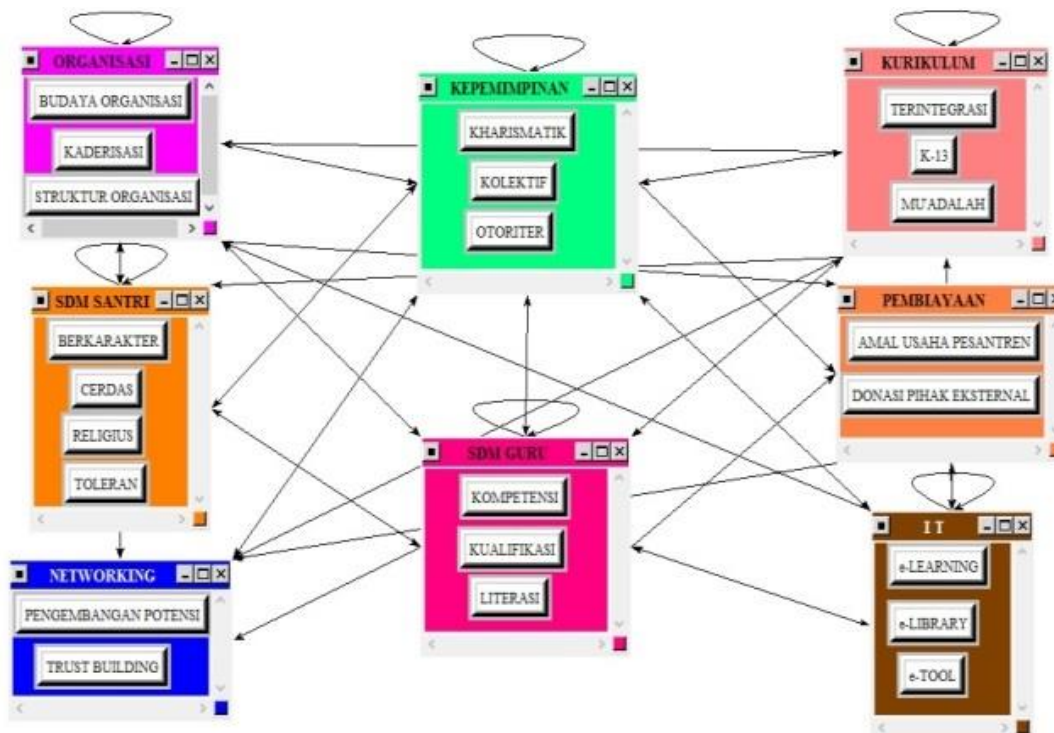
Picture 2: The Results of the Construction of the Pesantren Tahfidz Model

As a synthesis in forming a model, the use of ANP is intended to be able to produce a decision based on priority or complexity, and the following is the result

of the matrix or combined assessment of all informants as follows:

Table 3: The Results of the super matrix cluster and all sub cluster

CLUSTER	SUBCLUSTER	Normalized (Cluster Weight)	Limiting (Sub Cluster Weight)
IT	e-Learning	0.2722558333	0.015226167
	e-Library	0.24378	0.013581333
	e-Tool	0.48366	0.027168167
LEADERSHIP	Charismatic	0.280021667	0.0538325
	Collective	0.550675	0.105837833
	Authoritarian	0.16931	0.0325475
CURRICULUM	C-13	0.27112	0.012093167
	Mu'adalah	0.354363333	0.015876833
	Integrated	0.374516667	0.016685167
NETWORKING	Potential Development	0.29728	0.0234635
	Trust Building	0.70272	0.055530333
ORGANIZATION	Organizational culture	0.658195	0.165662667
	Regeneration	0.106841667	0.026883333
	Organizational structure	0.234961667	0.059140333
FINANCING	Pesantren Charity	0.338986667	0.021454333
	External Party Donations	0.661013333	0.041980333
TEACHER/USTADZ	Competence	0.222125	0.0284515
	Qualification	0.086303333	0.011037667
	Literacy	0.691571667	0.088469167
STUDENT/SANTRI	Intelligent	0.298466667	0.055121167
	Religious	0.142921667	0.026615333
	Tolerant	0.350421667	0.064735167
	Character	0.208186667	0.038606167

Notes: the informan in the ANP consists of two weights, namely: the weight of the cluster (normalized by cluster) and the global weight (limiting value). cluster weight is the result of normalization of the global weights that indicate the weight of the sub-criteria in the cluster, while the global weight (limiting value) indicates the weight of the sub-criteria compared to other sub-criteria in the overall model.

From the picture above, it is found that the comparison of all the elements and clusters related to the components that need to be developed at the pesantren tahfidz in supporting the achievement of Indonesia Gold 2045. These comparisons have varying percentages.
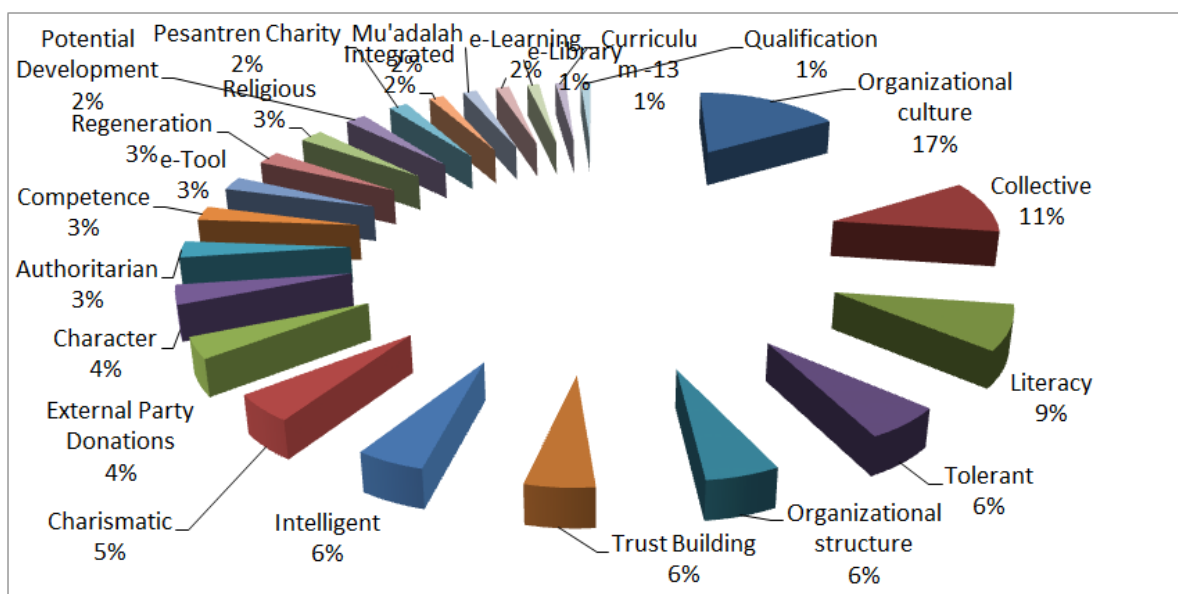
Picuter 3: Combined Comparison of all Clusters

CONCLUSIONS AND RECOMENDATIONS

Pesantren tahfidz model is place to produces quality human resources and has religious foundations basic the holly Qur'an: The pesantren tahfidz which in its management has formed *a good organizational culture*, this culture is the main key that affects all crucial aspects in pesantren. Then the Tahfidz Islamic Boarding School which is managed based on *collective leadership*, the goal is intended to maximize the role of the kyai and make the kyai's domination more efficient. Furthermore, the pesantren tahfidz always develops its teacher resources, especially in terms of the birth of *literate teachers*, teachers who not only have broad knowledge (*wasi'*) but also deep knowledge (*'amiq*). And also the pesantren tahfidz swhich instills the values of t*oleranc*e towards the santri based on the values of the Qur'an. Then, pesantren tahfid which has a definite organizational structure and makes it a core in improving the quality of education. And, the Tahfidz Islamic Boarding School which always builds cooperation and synergy with the formation of a positive image / *trust building.*

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