# Pesantren Management During The New Normal Era In Indonesia

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## ABSTRACT

This study aims to carry out the following objectives, (1) evaluate the post-new normal Islamic Boarding School Management in Indonesia, (2) analyze the comparative patterns modern and traditional pesantren management, and (3) determine the new normal era implications for the Islamic institutional management. The Systematic Literature Review method was used to obtain data on the management of modern and traditional pesantren in the new normal era. This included the identification, search for, and analysis of relevant literature. The meta-synthesis and comparisons related to leadership, learning, and the use of digital technology were also conducted. The results showed that pesantren management had been progressive since the Covid-19 pandemic, as observed from the ability of pesantren to adapt during a crisis. The ability to follow trends in management development was also emphasized during the new normal era. However, no significant difference was found between modern and traditional pesantren in managing digital technology, social media, and the internet.

**Keywords: Educational Management, Pesantren, Islamic Education, New Normal, Indonesia**

## A. INTRODUCTION

The pesantren is inseparable from the management of government institutions and policies, as part of Islamic education in Indonesia. According to Christian, M. (2002), the management and assessment of educational institutions and programs were not efficient based on their outputs (educational attainment). Regarding management perspectives, the supervision and funding of national academics in the country, specifically Islamic literacy, is still entangled in the complex grid of the Ministries of Education and Culture, Religion, and Home Affairs (Kemendagri), as well as provincial and district governments. Feng (2021) also indicated that the Indonesian educational system was regulated by the Ministries of Education & Culture and Religion at three levels, namely basic (nine years), senior secondary (three years), and higher academic phases. This showed that upper secondary education was provided by both Islamic and non-Islamic institutions. From this context, students are eligible to attend private, public, Islamic, and technical tertiary institutions after completing senior secondary education (Feng, 2021).

Based on Nasution, et al. (2022), educational outcomes were indispensable in improving academic and learning provision qualities, with classroom activities prioritized as a structured combination containing human elements, materials, facilities, equipment, and procedures. For policy perceptions, the central government has reportedly instructed that the level of education units in Indonesia needs to include character development in the educational process. In this case, the Regional Government (No. 32/2004) and Central-Regional Financial Balancing (No. 33 /2004) Laws are observed to regulate the entire decentralized framework for the management and implementation of education, as well as the distributed academic funding mechanism. In National Education System Law (No. 20/2003), several main areas were stipulated, including educational functions and objectives, rights and obligations of citizens, parents, society and government, domestic academic standards, curriculum, learning staff, and their responsibilities, as well as finance, management, evaluation, accreditation, and certification. Government Regulation 19 of 2005 on National Education Standards also defined domestic academic principles in the following eight areas, namely content, process, graduate competency, teacher policies, school facilities, academic management, funding, and assessment. Subsequently, it mandated the establishment of the National Education Standards Agency (BSNP), which is tasked with the establishment of detailed educational principles and the assessment of their implementation. According to Teacher Law (No. 14/2005), important changes were introduced to the employment conditions and certification requirements, to improve the quality of education. The Ministry of Education's Strategic Plans for 2005-2009 and 2010-2014 also consistently focused on three main pillars, namely 1) increasing educational access, 2) improving teaching and learning quality, and 3) strengthening governance, management, and accountability (OECD, 2017).

In Indonesia, the educational system has been stuttering since the Corona Virus Disease 2019 (Covid-19) pandemic, whose distribution across the world in early 2020 affected various aspects including education. This is because the virus is easily transmitted from one human to another, with most company employees forced to work from home (WFH) as a preventive measure (N urhidayati & Anam, 2020). Since Indonesia and the whole world are attempting to develop a solution to the educational sector, many pros and cons are reportedly observed for all the policies issued by policymakers (Indrawan, et al., 2020). Despite these problem-solving attempts, the education management in this country is still in a state of unpreparedness. Pesantren is also found to obtain special policies regarding educational implementation. According to Putera, et al. (2021), this Islamic institution successfully adopted a "new normal" education during Covid-19.

A previous study on post-new-normal pesantren education management was also inseparable from the six elements of academic sustainability, including leadership, learning, and the use of digital technology. Firstly, the strengths and weaknesses of kyai, school principals, and

teachers were analyzed in implementing and improving the dimensions of pesantren during the "new normal" period. This performance helped to map out the merits and demerits of the "new normal" pesantren. In the implementation of this Islamic institution, the Ministries of Education & Culture and Religion capitalized on the shortcomings and mistakes involved. Strategic steps were also designed to improve the quality of safe and comfortable pesantren education for teachers and students. These steps supported the success of the "new normal" pesantren leadership during the Covid-19 pandemic, with the government assisting in the adoption of consistent policies. From this context, the policies emphasized the availability of a legal umbrella and arrangements for special budget allocations to pesantren. However, the analysis only prioritized one pilot Islamic pesantren, whose establishment in a "new normal" situation was observed at the earliest opportunity in Malang, East Java, in a relatively short time (Putera, A. et al., 2021).

Secondly, the analysis of learning management, which is an educational activity cooperatively carried out with academic organization members. This activity often prioritizes the achievement of predetermined instructional goals, by appropriately using existing resources and administrative functions for efficient and effective accomplishments. Based on the analysis, the learning management applied in pesantren was emphasized, by identifying the challenges encountered during the Covid-19 pandemic. Similar to the aforementioned descriptions, this analysis directly contributed to educational needs in the learning and pesantren sectors. A key indicator of school success also depended on learning management, regarding the patterns by which Islamic pesantren adopt and manage online systems to achieve educational goals. Moreover, the analysis attempted to explain the phenomenon of effective learning management at Manbaul Ulum Pesantren. This indicated that the learning management function was supported by four components, namely planning, organizing, instructional leadership (direction, coordination), and academic evaluation. Based on the results, all the participants selected media platforms that are multi-functional, easy to access, and not complicated to handle. This proved that the effectiveness of online learning prioritized the activeness of teachers and students during learning. The challenges experienced at the beginning of the pandemic were also gradually resolved. In addition, the teachers from Manbaul Ulum were selected for their outstanding role in learning management, indicating that the rapid development of technology has made online education possible and easy for many people. The results also portrayed positive changes, regarding effective learning management during the pandemic. In this case, institutional policymakers greatly contributed to ensuring the success of online learning. The strategies of this educational activity also used popular social media applications such as WhatsApp and YouTube, to help implement school programs including the memorization of the Qur'an (Putera, 2021). However, the analysis did not explain learning management in a "new normal" situation due to the sole emphasis on the case studies in one school.

Thirdly, the assessment of community service, which is considered based on the use of digital technology advancements by the Islamic Boarding School. The method of this Community Service activity (PKM) was adopted to conduct training and assist in the socialization of PP students' healthy living behavior. This was conducted by Nurul Jadid Paiton Probolinggo in the New Normal period, through various media easily accessed, understood, and practiced by students. The training activity was also carried out to hone the skills of administrators and members of the Covid PP cluster. This analysis emphasized the development of various creative content media, such as video and graphic designs, for the socialization of interesting, easy-to-understand, and practicable healthy lifestyles for students. The applications used in this training activity included Filmora, Photoshop, and Canva (Qodriyah et al., 2021). By using information technology, the new normal relationship is also considered important, due to the large contribution of digital orientations and applications in providing convenience and helping the educational system handle

the Covid-19 pandemic situation. In the digital era, the sophistication of information technology and media is the pride of the millennial generation, including having a positive impact on the learning process. From this context, K-students are able to access existing media without limitations on hours and places. Besides being in the form of paper, the implemented books are also presently available as e-books. This shows that various learning tutorials, development, and skills are available through the applications on each user's Android smartphone. Social media is also used as a learning channel, such as the adoption of video-related material obtained through several provided applications. However, the advancement of digital technology has a negative impact when considered a mecca for millennials and is unusable for educational purposes (Nasution, 2019).

Based on these descriptions, this present study aims to review and integrate up to 70 published literature within 2020-2022, as well as select and extract the 30 articles most related to pesantren and the new normal. This is carried out by emphasizing descriptive meta-analysis and observing the comparisons between modern and traditional pesantren on six elements of Islamic education management, namely man, money, methods, materials, machines, and market. Subsequently, these elements are summarized in the following experimental questions: (1) How is pesantren in the new normal era?, (2) What is the comparison between salaf and khalaf pesantren in education management?, and (3) What are the new normal implications for pesantren management? Asides from being the evaluation materials, these three questions also helped to analyze results on the situation of pesantren in the new normal era. These results are then specifically distinguished into salaf (traditional) and khalaf (modern) pesantren conditions. The experimental assumptions are also based on the possibility of formulating the outputs of previous reports, as a comprehensive description of pesantren management in Indonesia during the new normal period. In this era, pesantren management is internally related to institutional administration, as well as heavily influenced by policy factors and government institution authorities. During the pandemic, government policies also had implications for the management of these Islamic institutions in the new normal era. Moreover, the use of technological media in online learning has brought changes to pesantren management, specifically in accommodating advances in digital technology. The internet is also a part of the means to increase the capacity of human resources in these schools, although many challenges are encountered in their positive and negative impacts.

## B. LITERATURE REVIEW
**Pesantren Management**

Management is the science and art of effectively managing the use of human and other resources, to achieve specific goals or cooperatively complete work. This process is often carried out through planning, organizing, staffing (*personnel management*), leading (*direction and leadership*), and controlling (*supervision*), to determine and achieve predetermined targets through the use of human and other resources. It is also interpreted as the activity of an individual in managing organizations, institutions or schools (human or non-human), for the effective achievement of goals (Qodriyah et al., 2021). According to Christian, M. (2002), the Islamic schools in Indonesia were grouped into three types, namely madrasahs, as well as Islamic boarding and day institutions. By design, all the schools under the national educational system need to comply with the domestic curriculum set by the Ministry of Education & Culture. However, the traditional Islamic schools such as salafiyah pesantren and madrasah diniyah did not follow this curriculum and were only registered under the MoRA. The management and supervision of the pesantren are also divided between the Ministries of Education & Culture and Religion. In this case, madrasahs and pesantren are registered with MoRA under their respective directorates, while

Islamic schools are supervised by MoEC through the Directorate General of Primary and Secondary Education. Most of these Islamic institutions are directly under the jurisdiction of the MoRA, with madrasahs and pesantren being the majority in the country. From these descriptions, secular-religious dynamics were also found in the conflict between the Ministries of Religion and Education & Culture, regarding the management of Islamic education in the country.

Based on Parker, L., & Raihani, R. (2011), the national education system in Indonesia was progressively integrating Islamic schools into its scope. This analysis categorized Islamic institutions into two types, namely madrasahs (Islamic schools) and pesantren. These schools were not separate types of institutions, indicating that madrasahs were simultaneously pesantren. The structural dualism in the Indonesian educational system was also highlighted, with madrasahs and public schools presently managed by the MOR (Ministry of Religion) and Ministry of National Education, respectively. In implementing learning format transformation, the existence of government guidelines and demands, specifically in decision-making processes affected confusion regarding field education (Hasanah & Hasanah, 2021). This explained that the Islamic education applied in Indonesia had several characteristics, namely, (1) The traditional pesantren (salaf) presently require a breakthrough in learning implementation techniques, (2) Madrasahs are often prioritized as the general pattern with religious features, and (3) Islamic public institutions are integrated into a more open form with skills complying with SMK and Muslim learning. Therefore, various forms of Islamic education are organized under the auspices of an institutional ministry of religion, to accommodate the expectations of the community in carrying out Muslim learning with other general abilities (Hasanah & Hasanah, 2021).

Pesantren is also known as a madrasah, an Islamic school with the characteristic of providing dormitories (cottages) as a place for students to reside. Besides the mosques and madrasas coordinated by Kyai, pesantren is also the oldest type of Islamic education in Indonesia, developed from the religious response of the local community. This institution aims to develop a person that understands Islam and has noble ethics *(akhlak karimah)*. Based on Hanafi et al. (2021), pesantren was categorized into integrated traditional (salaf) and modern (khalaf) schools. From this context, salaf pesantren are responsible for religious education and character building, while khalaf is observed to provide spiritual and general learning, as well as skills training. However, most pesantren were categorized in an integrated form. Based on these descriptions, this present study emphasizes the integrated category of pesantren, as well as the balance between religious (madrasahs) and general (state schools) education. This is because pesantren have historically established many social movements, leading to important futuristic instruments for societal change regarding difference, inequality, and intolerance. These prominent national heroes implemented the pesantren as their headquarters, to fight colonial powers, as well as obtain recognition and respect as human beings.

**New Normal**

The new normal is a public literacy problem and confusion, which is similar to other terms such as large-scale social restrictions (PSBB), "health protocol", and lockdown. In this case, many policy steps have been performed through various responses and rejections by the public. From this description, the Ministry of Education and Culture (Kemendikbud) issued Circular Number 4/2020 concerning the Implementation of Learning in the Emergency Period of Coronavirus Disease (Covid-19) and decided to cancel the 2020 national exam (UN) (Santoso & Santosa, 2020). This led to the application of online learning as an adaptation and a solution to handle a pandemic, although it is ineffective, causes new problems, as well as limits teacher-student and student-student interactions (Raharjo, R., et al., 2022).

New normal is an innovative order for adapting to Covid-19 and used in carrying out daily activities, specifically in the educational field, for the safety of society. This new habit and behavior order prioritizes the adaptation to promote clean and healthy attitudes, by regularly washing hands with soap, wearing a mask when leaving the house, keeping a safe distance, and avoiding crowds (Nurhidayati & Anam, 2020). It is also a change in behavior used to continuously perform normal activities through health protocols, to prevent the transmission of Covid-19. In addition, the main principle of the new normal emphasizes the ability to adjust to various lifestyles (Indrawan, et al., 2020).

## C. METHOD

This study showed that the management of Indonesian Pesantren in the new normal era is related to policy issues and government institution authorities. Most of these issues prioritized leadership and the implementation of digital technology advances. In this study, a total of 70 articles were reviewed by using three keywords, namely pesantren, new normal, and education management. These articles then underwent selection processes, to obtain the 30 most related to 2021-2022. The comparative analysis between traditional and modern pesantren was also descriptively important because each element of management had differences. Similar to the issue of policy and institutional administration, the management of each pesantren was different regarding the rate of response. This caused the enlargement of the experimental scope, due to pesantren management of being considered an educational institution. It is also influenced by the system environment, including the local government institutions and policies.

A systematic literature review or qualitative meta-synthesis method was used with an emphasis on descriptive data. The data mainly focused on the elements of leadership, learning, and digital technology implementation in the new normal era of pesantren management, by comparing traditional and modern pesantren. Moreover, qualitative meta-synthesis is the identification of common themes, which are used to compare and contrast different groups on a common topic providing deeper insights unavailable within a single study. This method is used to select qualitative analyses on a specific knowledge body and translate the results obtained into an interpretation providing a complete understanding of the phenomenon. Besides synthesizing the outputs from carefully selected study pools, several experts also actively engaged in complex and in-depth data analysis and interpretation. To conduct a qualitative meta-synthesis, the following steps are emphasized, 1) Formulate clear experimental problems and questions, 2) conduct a comprehensive literature search, 3) carry out a careful assessment of experimental studies for possible inclusion, 4) select and perform meta-synthesis techniques, to integrate and analyze qualitative outputs, 5) present a result synthesis across the study step, and 6) reflect on the process (Erwin, et al., 2011).

Other terms used in this type of analysis are literature, experimental, and systematic reviews, analytical synthesis, and meta-analysis. Despite some experts perceiving these terms as equivalent, others still broadly or narrowly observed the meaning of one element to the other. Furthermore, literature reviews combining two specific focuses and objectives are found to often occur in scientific reports. The analytical synthesis also prioritizes empirical outputs and has the goal of integrating previous studies from the generalization of many investigations addressing identical or related hypotheses. As a synthetic study, the validity of the conclusions was evaluated according to scientific and methodological standards, which were rigorous as the requirements of the principal investigator. From these descriptions, the analytical synthesis process was divided into seven steps, namely 1) Formulating the problem, 2) Searching for literature, 3) Obtaining information from studies, 4) Evaluating the quality of studies, 5) Analyzing and integrating outputs, 6) Interpreting evidence, and 7) Presenting results. Moreover, analytical problems are

often observed as an event description, the relationship between various scenarios, or an explanation of the cause and effect of an action. In this study, an accurate description of some event or another phenomenon was interestingly prioritized (Cooper, 2015).

Synthesis is the accumulation of primary evidence to produce interpretive explanations than predictions. This element requires extracting and analyzing insights from the primary study, to identify the categories and patterns emerging across various reports while maintaining the integrity of the original publication. It also aims to develop a theoretical contribution, with contextualization highly emphasized as a primary consideration in the local context of the study. This explains that case studies range from inductive and interpretive analyses to more indicative and comparative types used to construct theory in post-positivist and synthetic styles. Furthermore, meta-synthesis is required to incorporate a broad and manageable series of studies, where the sensitivity to the analysis and synthesis of other results is maintained. This phenomenon is an exploratory and inductive experimental design, which is used to synthesize primary qualitative case studies, for the development of a contribution beyond the achievement of the original study. Its benefits are also observed in the empirical consolidation of the primary studies for theory development, which is broadly distinguished into the expansion, refinement, or generation of principles. From several independent studies, a cross-case synthesis was carried out through the following steps, 1) Framing the Analytical Questions, 2) Determining Relevant Experiment, 3) Inclusion/Exclusion of Criteria, 4) Data Extraction and Coding, 5) Analysis at a Case-Specific Level, 6) Synthesis at the Cross-Study Level, 7) Building Theory From Meta-Synthesis, and 8) Discussion in organizational and management analysis, where the full scientific knowledge weight is necessarily accumulated into the complete understanding of a phenomenon. Moreover, meta-synthesis needs to be designed as a rigorous and systematic pattern of synthesizing qualitative case studies to build theory. In this study, the proposed meta-synthesis design reached the analytical stage attempting to meet the validity and reliability criteria. From this context, the validity and reliability of the synthesis are likely to be biased due to incomplete literature or misappropriated data from the primary study. The coding and analytical procedures developed for the primary qualitative report are also applicable to meta-synthesis, due to enabling repeated comparisons across qualitative data sources (Hoons, 2013).

Based on these descriptions, metasynthesis is an important method that enriches various analyses with valuable outputs. In this case, qualitative studies primarily focus on answering the questions of "why and how", regarding their emphases on humans and individual experience. They also generate an understanding of socially constructed phenomena, including people's needs, experiences, behavior, motives, desires, and expectations. Furthermore, qualitative studies play an important role in generating research-based evidence. This shows that meta-synthesis need to be distinguished from meta-aggregation and other forms of qualitative synthesis. In a meta-synthetic process, the movement beyond the summary is highly prioritized, leading to the provision of new result interpretations from the primary study. This is because meta-synthesis is a method for integrating the outputs of (phenomenological) people's experiences. Several approaches have reportedly been developed to synthesize qualitative studies, namely (1) meta-ethnography, (2) thematic synthesis, (3) narrative synthesis, (4) meta-summary, (5) critical interpretive synthesis, (6) grounded theory, (7) meta-narrative, (8) framework synthesis, (9) ecological triangulation, (10) qualitative cross-case analysis, and (11) meta-studies, which encompasses meta-methods, meta-data, and meta-theories. Moreover, a frequently applied meta-synthesis model includes 7 stages, namely 1) Deciding on the phenomenon of interest, 2) Determining relevant events, 3) Reading and rereading carefully, 4) Determining the relationship pattern of the studies, 5) Translating studies into one another, 6) Translating synthesis, and 7) Expressing synthesis. For the meta-synthetic process, the following components should also be defined, a) the scope of the studies

included, b) inclusion criteria, c) quality assessment, d) the best data synthesis method, and e) standards for reporting results. Based on these process, some limitations are reportedly observed during searching, study classification, meta-synthetic performance, and publication. From this context, the main limitations include the subjective interpretation of the reviewers, as well as the understanding of the assessors' data and skills. Subsequently, the general limitation is only the systematic electronic search with reference follow-up.

According to the 70 articles related to the searched keywords, a total of 10 publications were successfully selected, as shown in Table 1.

Table 1. Selected Data Sources with the Keywords, Pesantren, and New Normal

| Sources | Coverage: Date Searched | Number of Relevant Articles (n = 30) |
|---|---|---|
| Haniek, S. I. (2020). Pesantren bina umat pada masa new normal. *Al-Riwayah: Jurnal Kependidikan*, *12*(2), 287-300. | December 2021-January 2023 | 1 |
| Yanti, B. (2021). Penyuluhan Pencegahan Penyakit Tuberkulosis (Tbc) Era New Normal. *Martabe: Jurnal Pengabdian Kepada Masyarakat*, *4*(1), 325. | December 2021-January 2023 | 1 |
| Sholeh, K., Qosyim, R. A., & Firmansyah, M. H. (2022). Pendampingan Program Takhasus Tahfidzul Qur'an Era New Normal di Pondok Pesantren Nurul Falah Kelurahan Sempusari-Kaliwates-Jember. *'Ibadatuna: Jurnal Pengabdian Masyarakat*, *1*(1), 29-35. | December 2021-January 2023 | 1 |
| Qodriyah, K., Zubaidi, A., Sulusiyah, S., & Zehroh, S. F. (2021). Manajemen Pendidikan Pondok Pesantren Nurul Jadid Paiton Probolinggo di Masa Pandemi Covid-19. *TRILOGI: Jurnal Ilmu Teknologi, Kesehatan, dan Humaniora*, *2*(3), 270-283. | December 2021-January 2023 | 1 |
| Syaputra, E. M., Fitriyah, S., Luxiarti, R., & Juliana, N. E. (2022). Sosialisasi Mengenai Adaptasi Kebiasaan Baru (AKB) pada Santri di Pesantren X Indramayu. Jurnal Peduli Masyarakat, 4(1), 87-92. | December 2021-January 2023 | 1 |
| Hikmawati, H. (2021, September). Santri Turba di Era New Normal: Merawat Kemanusiaan, Menekan Intoleransi, dan Melejitkan Ekonomi. In AICOMS: Annual Interdisciplinary Conference on Muslim Societies (Vol. 1, pp. 28-42). | December 2021-January 2023 | 1 |
| Alia, N., & Siagian, N. (2022). Respons dan Adaptasi Pesantren Daar El-Qolam Tangerang terhadap Pandemi Covid 19. Jurnal SMART (Studi Masyarakat, Religi, dan Tradisi), 8(1), 65-82. | December 2021-January 2023 | 1 |

| Sources | Coverage: Date Searched | Number of Relevant Articles (n = 30) |
|---|---|---|
| Musthofa, A. A., Firmansyah, H. F. H., & Mustofa, Y. A. (2021). Penerapan Pembelajaran Kooperatif Tipe Two Stay Two Stray (TSTS) dalam Pembelajaran Mutolaah Kelas 2 KMI di Pondok Pesantren Baitul Hikmah Tempurejo Tahun Ajaran 2021-2022. *Prosiding Konferensi Nasional Bahasa Arab*, (7), 472-483. | December 2021-January 2023 | 1 |
| Wahyuningsih, S. E., Naam, F., Widowati, T., Sawitri, S., & Pratiwi, A. R. (2020). Pengembangan Disain Produk Fashion Bagi Guru di Yayasan Futhuhiyah Mranggen Semarang Dimasa New Normal. *Prosiding Pendidikan Teknik Boga Busana*, *15*(1). | December 2021-January 2023 | 1 |

*Note:* A systematic review of 10 articles in 2020-2022

Based on Table 1, various study themes emphasized pesantren management in the new normal period. In this case, all the 10 articles reviewed were published in 2020-2022, with keywords directly related to Pesantren and the new normal. The data search process was also carried out for approximately 1 month, with each different journal having one related article.

## D. RESULT AND DISCUSSION

This study prioritized three objectives, namely (1) pesantren management in the new normal era, (2) a comparison of salaf and khalaf Pesantren, and (3) new normal implications for pesantren management. The data relating to these objectives are described as follows:

### Pesantren Management in the New Normal Period

In the new normal era, pesantren management focused on the aspects of learning, leadership, and the use of information technology, as described in Table 2.

Table 2. Pesantren Management in the New Normal Period

| Journal | Management | Synthesis |
|---|---|---|
| *Al-Riwayah: Jurnal Kependidikan* | Pembelajaran | Before the implementation of the new normal, a 14-day quarantine period was stipulated by the government, with arriving students expected to comply with and implement the set health protocols. In the pesantren environment, the new normal was unavoidable when face-to-face learning was an option. The success of this period at Bina Umat Pesantren was also inseparable from the discipline of all the students, asatidz, and guardians that completely trusted pesantren. |
| *Martabe: Jurnal Pengabdian Kepada Masyarakat* | Kepemimpinan | Knowledge and understanding regarding TB disease and prevention of infectious disorders need to be disseminated, although Indonesia is presently experiencing another contagious crisis, namely the Covid-19 pandemic. This is because the community, specifically teenagers or students in |

| Journal | Management | Synthesis |
|---------|-----------|-----------|
| | | the pesantren environment, needs education about TB disease and the appropriate preventive measures. From this context, the extension activity obtained great attention from all levels of the pesantren leadership, teachers, and students. Everyone with high enthusiasm also supports the prevention of TB transmission in pesantren. |
| *'Ibadatuna: Jurnal Pengabdian Masyarakat* | Pembelajaran | Planning learning activities for the development of Tahfidzul Qur'an in the new normal era is a comprehensive educational process positively affecting teaching and learning events. |
| *Trilogi: Jurnal Ilmu Teknologi, Kesehatan, dan Humaniora* | Pemanfaatan Teknologi | This emphasizes the socialization and mentoring of PP administrators and students. In the new normal era, the efforts of Nurul Jadid to realize a healthy lifestyle for students were in line with the set targets and outcomes. This was observed in the increased knowledge and skills of administrators, regarding the development of various information media. It was also found in the outreach interesting and easy for students to understand. Subsequently, Nurul Jadid also had the knowledge and experience of compiling material concepts, due to being a tutor for socializing healthy lifestyles for students (Qodriyah, et al., 2021). |
| *Jurnal Peduli Masyarakat* | Pemanfaatan Teknologi | Based on observations in the Indramayu area, specifically at Pondok Pesantren X Indramayu, many students were observed without using their masks. They did not also maintain classroom/environmental distance and rarely washed their hands with soap despite the availability of hand-washing facilities are available. These actions indicated that the millennial generation was unable to apply IMR in their daily lives. In this case, the outreach increased participants' understanding of adopting new preventive habits against Covid-19. |
| Aicoms: Annual Interdisciplinary Conference on Muslim Societies | Pembelajaran | Understanding the primordial conditions was very important in establishing healthy interactions among fellow believers. Implementing the values of the Pancasila pillars was also important in handling violence, which often lead to losses. |
| Jurnal Smart | Pembelajaran | Daar El-Qolam Pesantren responded proportionately to various government policies, regarding the Covid-19 pandemic. This was carried out by considering the consequences capable of occurring due to the response. |
| *Prosiding Konferensi* | Pembelajaran | The Two Stay-Two Stray (TS-TS) learning model indicated the activeness of students in classroom learning activities, specifically in Class 2 of Muthala'ah lessons at KMI Baitul |

| Journal | Management | Synthesis |
|---|---|---|
| *Nasional Bahasa Arab* | | Hikmah Tempurejo Pesantren. This was because each individual was forced to be active during the implementation of the model. |
| *Prosiding Pendidikan Teknik Boga Busana* | Kepemimpinan | For MI, MTS, MA, and SMK teachers and students of the Futhuhiyah Mranggen Semarang Pesantren foundation, the development of fashion design products was carried out to improve the capabilities of pesantren human resources in the fields of entrepreneurship, arts and culture, as well as creative ideas. In this case, all the participants were able to use Corral Drow and Adobe Photoshop applications. |

*Note:* A systematic review of 30 articles in 2020-2022

From Table 3, pesantren management related to learning was more selected than those prioritizing leadership and the use of information technology. In the synthesis of the 10 articles, the selection process illustrated the following, (1) The success of pesantren management in the new normal era, (2) The social interaction between the pesantren and the external community, including study experts, and (3) The pesantren human resources during the new normal period, as experimental subjects in the educational field and target groups for community service activities.

**New Normal Implications for Pesantren Management**

Table 3 shows the comparative analysis of salaf and khalaf pesantren management, as well as the implications in new normal.

Table 3. Comparison of Salaf and Khalaf Pesantren Management and New Normal Implications

| Journal | Pesantren Model | | Implications |
|---|---|---|---|
| | **Modern** | **Traditional** | |
| *Al-Riwayah: Jurnal Kependidikan* | Pesantren Bina Umat, Yogya | | All students stated that this activity greatly increased their knowledge regarding the disease, leading to influenced regular behavior. |
| *Martabe: Jurnal Pengabdian Kepada Masyarakat* | Pondok Pesantren (Ponpes) di Dayah Terpadu Inshafuddin Banda Aceh. | | Based on pesantren as a cluster for the spread of Covid-19, community concerns were not always proven. For example, face-to-face learning at Bina Ummah Pesantren had been operational for four months while still adhering to health protocols. This showed that the institution was clean from the spread of the pandemic. |
| *'Ibadatuna: Jurnal Pengabdian Masyarakat* | | Pondok Pesantren Nurul Falah Sempusari Jember | For the development of the Tahfidzul Qur'an in the new Normal era, the planning of learning activities was a comprehensive process positively affecting teaching and learning events. |

| Journal | Pesantren Model | | Implications |
|---|---|---|---|
| | **Modern** | **Traditional** | |
| *TRILOGI: Jurnal Ilmu Teknologi, Kesehatan, dan Humaniora* | | Pondok Pesantren Nurul Jadid Probolinggo | Based on the training activities for developing socialization media, the Management was able to establish various multimedia channels, regarding video and graphic designs. In this case, the information and socialization media were developed with an attractive design and were easily understood by all students. The dissemination of this information media was also placed in strategic locations easily observed and read by students. Despite having the skills to develop these media, the administrators were still creative concerning the development of other content, to convey motivation and messages to guardians of students through social channels. |
| Jurnal Peduli Masyarakat | Pesantren X Indramayu | | Socialization on Adaptation of New Habits had implications for students' understanding, regarding the prevention of Covid-19 transmission. |
| AICOMS: Annual Interdisciplinary Conference on Muslim Societies | | PP Lirboyo Kediri | The activities of students working in rice fields, gardens, or livestock production had implications for reducing violent and terror behavior, which does not reflect the essence of religion. |
| Jurnal SMART | Pesantren Daar El-Qolam Tangerang | | The policy was used to reactivate the pesantren activities accompanied by various institutional changes, namely the learning process, the lifestyle of students, as well as social and religious behaviors. The adaptation to these various changes was also carried out quickly, based on the development of the Covid-19 pandemic. These changes subsequently had implications for maintaining public peace and harmonious relations with government institutions, as a consequence of adherence to group norms. |
| *Prosiding Konferensi Nasional Bahasa Arab* | | Pesantren Baitul Hikmah Tempurejo | The Two Stay-Two Stray (TS-TS) learning model had positive implications for the ability to speak, listen, understand, collaborate, and share information toward learning goals achievement. |
| *Prosiding Pendidikan Teknik Boga Busana* | | Yayasan pondok pesantren Futhuhiyah | The development of fashion product designs for MI, MTS, MA, SMK and santri teachers had implications for pesantren management in the field of leadership and capabilities, regarding the use of digital technology. |

| Journal | Pesantren Model | | Implications |
|---------|-----------------|-----------------|--------------|
| | **Modern** | **Traditional** | |
| | | Mranggen Semarang | |

*Note:* A systematic review of 30 articles in 2020-2022 (Nasution, MR)

Based on Table 3, the implementation of new normal had positive implications for the management of traditional and modern pesantren. Regarding the comparative analysis between the traditional and modern pesantren, more study locations were selected as references from the 10 selected local boarding school data during the new normal era.

## DISCUSSION

Since the Covid-19 pandemic, face-to-face teaching and learning activities were replaced with synchronous or asynchronous online education (e-learning). From this context, *asynchronous e-learning* was often carried out online or offline. In this case, the new normal of e-learning was not an answer to a question, although a "forced" adaptation of a condition. After the Covid-19 pandemic, this new normal education needs to be continued and perfected toward meeting the concept of blended learning. This practice subsequently placed the educational world on the course of the education 4.0 era. Although online learning was an applicable option used to handle the Covid-19 pandemic, many people still complained about the limited tools and costs to support the program (Indrawan, et al., 2020).

Based on the results, the educational management of pesantren was presently following advances in information technology, due to being carried out by modern and traditional pesantren. This was in line with Sidogiri Pesantren in East Java, which is transforming education management. Changes in the leadership model were also conducted from being centred on a central kiai figure to an organizational approach involving the pesantren community. Regarding the nature of leadership in education management, administrative complexity was not placed on a single model. This indicated that collective leadership was widely applied as an alternative model, although it represented a salaf pesantren, which is attempting to adopt modern technology. The pesantren education program also provided specialization for students in the field of da'wah (communication). Furthermore, pesantren had its website and provided an electronic message service for public relations on religious and social issues. It also succeeded in modernizing the curriculum system, such as Raudhatul Ulum Jember Pesantren, although they are unable to safely isolate themselves and accept the new elements causing community problems. This confirmed that their ability to accept new changes without losing implemented basic principles and values was a survival factor (Kawakip, 2020).

The results also showed that pesantren conducting face-to-face learning during the pandemic need to be prepared for the new normal. This should be conducted by adhering to the guidelines for face-to-face learning implementation and complying with health protocols, as issued by the Ministry of Religion. During the pandemic, the main provisions for the new normal implementation of face-to-face learning in pesantren are as follows, (1) Establishing a task force to accelerate the handling of Covid-19, (2) Possessing the facilities that comply with health protocols, (3) Preventing the transmission of Covid-19 through the stipulation of the task force or the local regional government, (4) Leaders, managers, educators, and students should be in good health, as evidenced by a certificate from the local medical service facility (Haniek, 2020). However, some pesantren were observed to limit face-to-face learning during the pandemic. This emphasized the stipulation of the head of the PP Pesantren, Nurul Jadid, which issued a policy of

limiting face-to-face learning and social interactions between the pesantren community and the external community. Students were also dismissed earlier in the framework of sterilizing the pesantren environment, as well as preparing facilities and infrastructure for handling Covid-19. As long as students are in their homes, the learning system was digitally conducted through various video conferencing applications, namely *Zoom*, *Google Meet*, and *Google Classroom*. To maintain the quality of *online learning*, the socialization of application-operating procedures and parental assistance during the learning process was carried out. This allowed students to be capable of understanding the use of online learning media, with guardians playing an active role in optimally accompanying and supporting them through the educational process (Qodriyah et al., 2021).

In the new normal perspective, Islamic education should be able to adapt and improve its entire learning system, curriculum, assessment, and managerial academic implementation. Islamic educational institutions are also challenged to carry out various innovations and strategies in exploring constructive and productive values, regarding the development of students' characters. Moreover, the regulation of Islamic education needs to be directed at the development of other capabilities, such as managerial, leadership, and other academic skills. These capabilities should be summarized in a more innovative learning system, for the educational process to become a broad medium of individual and societal changes. From these results, the main problems encountered in the implementation of Islamic learning included academic formats, managerial capabilities, systems, as well as communication and institutional management, which require subsequent solutions (Hasanah & Hasanah, 2021).

According to Putra (2021), teachers at pesantren were provided with adequate training during the new normal period. This training process included activities to increase the capacity and capability of teachers, regarding the implementation of ICT to make learning fun. The reopening of education services has promoted pesantren leaders to prepare themselves for the "new normal" era. This emphasizes the development of cooperation with parents, the surrounding community, and several socio-religious organizations, under the coordination of the pesantren leadership. The trend of online learning also provides several opportunities for pesantren, such as (a) enabling students and teachers to learn from alternative locations, (b) accelerating the digitization of pesantren, and (c) saving costs (Putera, A. et al., 2021). Therefore, pesantren management in the use of technology is successful during the new normal era.

## E. CONCLUSION

Based on the results, several changes were provided to the Islamic Boarding School Management in the new normal era. Besides, the following conclusions were also determined, (1) Since the start of the new normal period, pesantren management was able to survive through positive activities, amid the Covid-19 pandemic, (2) Both modern and traditional pesantren showed an attitude of obedience to government regulations, accepted advances in the information technology field, and were open to capacity building in the educational management and the economy, (3) Pesantren management had positive implications for increasing human resources capacity, improving learning quality, and developing socialization media through technological advances.

From these results, pesantren management was promoted to strengthen their capacity in the use of information technology, leadership, and sustainable learning. Pesantren also needs to be the leading example in maintaining communal harmony and government relationships. Furthermore, an opportunity was provided for other experts to broadly develop future studies on various elements or aspects of management. Policymakers were also provided with the ability to re-discuss the policies related to Islamic education, to produce broader space for the development of their respective institutions. Since this study emphasized pesantren management with leadership

learning and technology use, only 10 article titles were selected based on keywords, relevance, and publication year. Therefore, more subsequent analyses are needed to address the issues not prioritized in this study.

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