

Integral Education in Institutional Development: Partnership between Islamic Boarding Schools and Alumni

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ABSTRACT

Islamic boarding schools (pesantren) implement an integral education system that combines general and religious knowledge, aiming to produce alumni with both life skills and strong Islamic character. The partnership between pesantren and alumni serves as a key pillar in achieving institutional vision and mission. Alumni, as agents of change, contribute to school advancement, while waqf administrators provide resources for educational development. This study explores the partnership dynamics, its implementation, and its implications for Islamic educational institutions. This research employs a qualitative approach through a case study method. Data were collected through interviews, observations, and document analysis, focusing on the interactions between pesantren, alumni, and waqf administrators. Findings indicate that the partnership model is built upon waqf land, ensuring consistency in institutional goals. Alumni contribute to curriculum development and educational programs, supported by a strong legal framework. The partnership model fosters adaptability and innovation, aligning with contemporary societal needs. The study highlights the importance of alumni involvement in maintaining educational quality and sustainability. The combination of waqf-based resources and alumni-driven initiatives strengthens the institution's ability to evolve with changing times. The integral education system benefits from this synergy, enhancing both academic and religious learning. The study formalizes the "Waqf Land Synergy Partnership" as a model for sustainable pesantren development. This partnership ensures long-term resource availability while maintaining alignment with educational goals, fostering continuous institutional growth and adaptation.

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1. INTRODUCTION

The development of educational institutions depends on the active involvement and synergy of all stakeholders. In the context of Islamic boarding schools (*pesantren*), collaboration among various parties—such as the community, alumni, educational leaders, religious figures, and local governments—is essential to improving educational quality and institutional growth. One of the key aspects that requires attention is the implementation of integral education, which has become a defining characteristic of modern Islamic boarding schools.

Integral education is increasingly applied across various educational institutions, including *pesantren*, as it offers a balanced approach by integrating general and religious knowledge. This model ensures that students not only gain cognitive skills through general subjects but also develop a strong moral foundation through religious teachings. By combining these two dimensions proportionally, integral education equips students with both intellectual competence and ethical character.

The ultimate goal of education is to cultivate individuals with strong moral character and noble values, guiding them toward a righteous path in life. Character formation is a continuous process that takes place at home, in schools, and within the community. Scholars such as Lickona, Goble, Brooks, and Kilpatrick (Majid, 2012) have also emphasized that character education is an inseparable component of the broader educational framework. Therefore, strengthening character education through an integral system is crucial for the holistic development of students in *pesantren*.

The integration of general and religious education must be actively promoted to address a growing concern: the prevalence of intellectual competence without strong moral character. This issue is evident in cases where highly educated individuals engage in unethical behaviors, such as corruption, demonstrating a lack of integrity despite their academic achievements. Character education, which emphasizes noble morals and ethical conduct, has become an essential aspect of the educational process in Indonesia. Several scholars (Abidin, 2020; Ahmad, Mispani, & Yusuf, 2023; Anwar, Huda, & Maghfiroh, 2022; Hopid, 2021; Kholish & Anam, 2022; Kusumawati, 2024; Marwiji et al., 2024; Mastur, 2022; Rofiq, 2022; Sari, Saputra, & Umam, 2023; Sunantri, 2022; Syafi'i, 2022; Wulandari, 2020) emphasize the importance of integrating general and religious knowledge in education. Given the challenges of the modern era, education must provide a balanced and integrated approach to both academic and moral development (Afuddin, 2022; Faqih, 2020; Wahyuni, Pardiman, & ..., 2022; Wanto & Fahmi, 2022).

The concept of integral education, which combines general and religious sciences while fostering moral character, was pioneered by Muhammad Natsir. According to Rukmana (2019), integral education emphasizes a holistic approach, nurturing both the physical and spiritual aspects of students. This educational model begins with instilling *tauhid* (Islamic monotheism) from an early age (R. R. Ahmad, 2017), forming a strong foundation upon which good character is cultivated. By integrating ethical values into the learning process, integral education aligns with the national educational goal of fostering intellectual excellence alongside moral and character development.

Many Islamic boarding schools have implemented an integral education system. The students can learn general knowledge as well as religious education together. General education and religious education can be run together and integrated with each other (Imansyah & Taquiuddin, 2022; Juwairiani, Subhani, & Hanum, 2024; Kuncoro, Maufur, & Basukiyatno, 2024; Lailiyah & Imami, 2023; Maduningtias, 2022; Mayasari, 2023; Mujab, Hernawati, 2024; Putri & Nurhuda, 2023; Rohili, Najib, Fitriyah, 2024; Setiawan & Ustman, 2023; Sholihah & Aziz, 2023; Syafuri, 2022). Islamic boarding schools play a big role in producing alumni who are intellectually intelligent and have noble character. These two things are important for alumni to have in order to be able to run the wheel of life professionally and still uphold good character and noble morals (Aldeia, Izazy, 2023; Faizin, Asy'ari, & Irawan, 2023; Ghani, 2021; Herwati & Maula, 2020; Safradji, 2020; Wirayanti, Erna, Cherawati, & ..., 2024).

Islamic boarding schools as Islamic educational institutions have an important role in

strengthening Islamic values. However, in order to improve the quality of education and continue to grow, it is important for boarding schools to establish partnerships with alumni as a base to support the sustainability of education in the pesantren itself. In the context of the development of educational institutions, alumni are living assets that have valuable experience, skills and networks for educational institutions. They can create a significant impact in society with their collaborative abilities. Through the synergy between knowledge, life experience, and the spirit to make a positive contribution, the Islamic boarding school alumni association is able to prove that the sustainability of quality education can be realized through solid partnerships. Partnerships with alumni can be a consistent and sustainable resource, supporting pesantren in the development of educational programs. The intellectual contribution and leadership of Islamic boarding school alumni are pillars in the decision-making process in the management of waqf land and the development of educational institutions. The expertise and leadership instilled in the soul of alumni is as educators who at all times direct, assign, train, supervise, set an example and pray, becoming a key element in aligning visions, managing financial risks, and ensuring that the development of educational institutions can answer the challenges of the times.

This is an opportunity for the Waqf Management of Pondok Modern Gontor to maintain the existence of alumni who with their leadership are able to become activists and drivers of waqf land management. Through the totality of alumni leadership in the Modern Family Association (IKPM), the Gontor Waqf Management can create a strong synergy between the values of the pesantren, the aspirations of alumni, and the goals of the development of educational institutions. Alumni, who have emotional ties and love for Islamic boarding schools, can be at the forefront of maintaining and managing waqf land to support various educational activities.

They can bridge the interests of Islamic boarding schools with the needs of the community. In addition to building the image of the pesantren, they can provide social benefits for the surrounding community by building programs that involve the surrounding community. As a form of waqf land management of Pondok Modern Gontor by alumni (IKPM), the Al Gontory Islamic educational institution was established, which oversees PAUD, kindergarten, and elementary schools. During its development, the partnership built by the Modern Alumni Association of Pondok (IKPM) increasingly shows trust, marked by greater support from the Gontor waqf agency by recommending Al Gontory as a pilot project for Gontor alumni in other areas to study at Al Gontory. Therefore, the researcher further explores the partnership between pesantren and alumni: a case study on the development of Islamic educational institutions, namely how the partnership model is built so that it can improve the image of the school.

This research aims to provide theoretical and practical basic knowledge for educational service providers in developing their educational institutions. Furthermore, this study also provides an overview of the importance of sustainable synergy between elamen in educational institutions. Educational elements in the Pondok Pensatren environment include: owners, educational facilities, alumni and the community. One form of synergy that can be maximized is the role of waqf management by administrators and alumni as the driving force for the progress of educational institutions and the integral education process itself

2. METHODS

This research uses a qualitative approach with a case study type and a single case design. This is because the case highlighted in this study is very complex, both in terms of institutional development and waqf management and its relevance to the integral education that is carried out. The researchers sought to uncover the phenomenon that occurred at Al Gontory Islamic Elementary School related to the partnership model with Pondok Modern Gontor, especially the waqf board, and the researchers linked it to the development of Islamic educational institutions in Al Gontory. The informants in the

study amounted to 13 people involving the structural ranks of the school, several waqf administrators and also alumni as a sample with purposive sampling techniques.

Data collection is focused on the partnership model of the Gontor Islamic Boarding School, namely the waqf management of the Gontor Modern Islamic Boarding School with alumni. Then the data, the researcher integrated with the development of Islamic educational institutions at Al Gontory Islamic Elementary School Tulungagung. Through deepening the phenomenon of partnership model between alumni and the Pondok Gontor Waqf Management to explore how alumni contribute to the development of Islamic Educational Institutions at Al Gontory Islamic Elementary School both financially, intellectually, and socially. The subjects in this study are the principal, vice principal for student affairs, and curriculum, the chairman of the Pondok Gontor Waqf Board, alumni, and student guardian representatives. The data collection techniques are interviews, observations, and in-depth documentation. Data analysis uses descriptive with steps from Creswell (Creswell, 2012, p. 284), namely processing and preparing the data for analysis, reading the entire data, encoding the data, presenting it again in a qualitative narrative/report, and then interpreting the data.

3. FINDINGS AND DISCUSSION

3.1 Partnership Model

The partnership model of the pesantren with alumni has met the following indicators of the success of the plasma core partnership:

- 1) Consistency of educational direction and goals,
- 2) Alumni contribution in the development of curriculum and educational programs,
- 3) Strong legality system in waqf partnerships,
- 4) Adaptation and innovation strategies that integrate the values of the Qur'an and Hadith in every aspect of learning,
- 5) Ability to adapt to the development of the times and the needs of the community. The synergy of pesantren and alumni on the use of *waqf land* as the development of educational institutions, the partnership model of alumni with *waqf administrators* in the findings of this study is the "*Waqf Land Synergy Partnership*", which is a form of synergistic partnership to optimize the use of waqf land for the benefit of the people.

The partnership model combines the strengths of pesantren and alumni in managing waqf land, opening the door to an innovative vision. This model is designed to make a significant positive contribution to the development of educational institutions and community welfare. The great potential of the Islamic boarding school waqf body and the contribution of alumni is a continuous positive change in society. A mutually beneficial relationship is "*Symbiosis Mutualism*" (Albert Bernhard Frank, 2003), in which both partners contribute to and benefit from the partnership. The principles of partnership implementation include the existence of a common vision and mission, common goals, trust, mutual benefit, and strong commitment (Wibisono and Yusuf). This partnership model is called a mutualistic partnership (Sulistiyani, 2004).

The Waqf Land Synergy Partnership is characterized by five main characteristics: shared vision and mission, alumni participation as the main driver, legal certainty and protection of waqf assets, visionary leadership, and sustainable innovation. These characteristics reflect: 1) consistency of educational direction and goals, 2) alumni contribution in the development of curriculum and educational programs, 3) a strong legality system in waqf partnerships, 4) adaptation and innovation strategies that integrate the values of the Qur'an and Hadith in every aspect of learning, 5) the ability to adapt to the development of the times and the needs of society. . Looking at the benefits of partnership and the role of each person involved, it is in line with the partnership model expressed by Ambar Teguh Sulistiyani (Sulistiyani, 2004), namely the Mutualism Partnership or mutualistic

partnership. However, it can also be referred to as the "Inti Plasma" partnership model (Sumardjo, Sulaksana, and Darmono, 2004), which is a pattern of partnership relationship between schools as plasma and Islamic boarding school waqf bodies as the core. A distinctive feature of the core plasma partnership model is that each partner agrees on various matters regarding the rights and obligations related to the implementation of cooperation. The rights and obligations of each partner are; 1) The waqf board of the Islamic boarding school has the right to determine how the waqf land is used with the provision that its use must be in accordance with the purpose for the benefit of the people. 2) The waqf board of the Islamic boarding school has the right to supervise the management of waqf land and the implementation of school construction, ensuring its management in accordance with sharia principles and the mandate given by the waqf.

Alumni play a significant role in the management of Islamic boarding schools (pesantren), with specific rights that allow them to contribute to institutional development. As part of the school's extended community, alumni actively participate in school management, including decision-making processes related to operational policies and curriculum development. Their involvement ensures that the educational framework remains aligned with Islamic values, preserving the integrity of the institution's teachings while adapting to contemporary educational needs. By engaging in these strategic discussions, alumni help maintain the pesantren's relevance and effectiveness in shaping students' academic and moral growth.

Beyond their managerial involvement, alumni are also entitled to social and economic benefits resulting from their engagement with the school. These benefits include the enhancement of the school's reputation, which, in turn, elevates the credibility of alumni in professional and community settings. Additionally, their continued participation strengthens networks between alumni, current students, and educational stakeholders, fostering collaboration in various sectors, including business, academia, and social initiatives. Through these connections, alumni contribute to the broader educational landscape by supporting scholarships, mentorship programs, and community development projects. Ultimately, their involvement not only benefits their personal and professional growth but also plays a crucial role in advancing the quality and accessibility of education within the community.

3.2 Partnership Implementation

Implementing effective partnerships between education managers and alumni involved in waqf activities comes with several challenges that must be addressed to ensure long-term success. One of the primary challenges is maintaining a strong commitment from both parties to continuously support the advancement of education and waqf initiatives. Without sustained dedication, these programs may lose momentum and fail to achieve their intended impact. Additionally, professionalism in managing human resources is crucial, as any conflicts of interest could undermine the integrity and effectiveness of the partnership. Education managers and alumni must prioritize transparency, accountability, and ethical governance to ensure that waqf resources are utilized efficiently and in alignment with institutional goals.

Another critical aspect is fostering a loyal and engaged alumni network that actively supports partnership programs. Strengthening alumni involvement requires consistent communication, well-structured engagement strategies, and mutual benefits that encourage long-term participation. Without proper oversight and relationship management, maintaining alumni loyalty and ensuring their meaningful contributions to educational development may become difficult. Addressing these challenges requires a collaborative approach, where clear policies, effective leadership, and shared vision between education managers and alumni create a sustainable and impactful partnership.

The partnership pattern between Islamic boarding schools and alumni in terms of developing the quality of integral education with support from waqf institutions needs to be used as a *pilot project* by other institutions. Positive synergy between the two needs to be carried out in a structured and systematic manner to achieve the declared targets. Partnership cooperation between Islamic boarding

schools and alumni who are loyal in running a business in the field of waqf will create a symbiosis of mutualism between the two parties.

For human resource management that is free from conflicts of interest, it must truly be the center of attention of all parties. It is important to pay attention to this so that the wheel of quality education supported by alumni partnerships in the waqf program can run well and professionally. What can be done is that there is internal control and audit of all agendas and organizational wheels that can be carried out every semester. The results of the audit are a joint evaluation so that the potential obstacles found can be overcome immediately and do not cause problems in the future for the implementation of education and waqf activities themselves.

Islamic boarding schools and alumni can work together to manage and develop waqf land into a modern education center with an integral and competitive education system by utilizing waqf land as an alternative source of funding (Yunus in Abbas, 2017). Integral education teaches the involvement of alumni in the preparation of facility development plans and improving the quality of education through religious, intracurricular, and extracurricular participation activities. With different alumni backgrounds, they contribute according to their respective capacities, ranging from mentoring, supervision, to periodic program evaluations. Alumni also take part in the recruitment of resources.

The implementation of the partnership between the pesantren and alumni in the development of Islamic educational institutions by utilizing waqf land, the implementation of the partnership between the Gontor pesantren and alumni is carried out through the approach of implementing the Gontor education system. Because this partnership not only relies on material contributions but also covers important aspects, namely organization, communication, motivation, and spiritual development (Henri Fayol, 1949). Several approaches were taken in the implementation of partnerships between Islamic boarding schools and alumni in the management of waqah land, including the implementation of the Gontor education system, independence-based management, curriculum innovation, development of council regeneration, extracurricular activities, consistency with Gontor values, and the development of alumni networks. This approach results in an integral education, strong discipline and independence, mastery of foreign languages as an effective communication tool, the application of a balanced classical and modern teaching system, the regeneration of student leadership through a structured organizational system, participation in various extracurricular activities, as well as an inclusive and moderate nuance that is open to various perspectives, and openness to alumni that strengthens the development of the institution network.

Alumni leadership in a structured organization has the authority to provide direction, make decisions, and coordinate duties and responsibilities (Fayol, 1994). Formal leadership (Robbins, 2018) in the alumni association is a product of pesantren education that instills the "Five Souls", namely the spirit of sincerity, the spirit of simplicity, the spirit of self-sufficiency, the spirit of Islamic ukhuwah, and the spirit of freedom. Mastery of foreign languages, as a key element to ensure that all parties involved in the partnership have a clear understanding so that they can be accounted for. Communication in partnership is a bridge that connects the vision and mission of the pesantren with its alumni. This communication includes various activities, namely regular meetings, social media, and alumni meetings. In the next action, communication between alumni provides strategic advice on how to manage waqf land professionally in accordance with sharia provisions for the development of educational institutions, provides input in the formulation of the curriculum according to the needs of the times, supports the image of Islamic boarding schools, and funding.

This communication allows for proper coordination between alumni in supporting various institutional development programs. Openness to alumni, strengthening emotional attachment and caring for the alma mater, renewing their commitment and motivating them to continue to actively contribute to the institution's development program. In order to maintain the commitment of the pesantren partnership with alumni, the MoU is crucial in the use of waqf land for education. The MoU was agreed to form a strong foundation, regulate roles, and cooperation mechanisms between Islamic boarding schools and alumni. The MoU can determine expectations and commitments, identify roles

and responsibilities that must be fulfilled by both parties so that there is no overlap in the implementation of the project. In addition, the MoU also regulates the financial aspects of waqf land utilization, including fund contributions from alumni, budget management, and transparency in the use of funds. The inclusive and moderate nuances that are open to various perspectives of Islamic boarding schools encourage alumni to be involved in spiritual development activities so that alumni can continue to be involved voluntarily in planned programs.

3.3 Partnership Implications

The partnership between *pesantren* and alumni has significant implications, impacting both academic and non-academic aspects of the institution. According to Andrew T. Himmelman's theory of transformational collaboration (Himmelman & Huxham, 1996), partnerships have the potential to drive substantial change within society, particularly in education. In the *pesantren* context, the utilization of *waqf* land for educational development serves as a tangible example of how partnerships can foster institutional growth and sustainability.

Academically, this collaboration brings several key benefits. First, it enhances the quality of education by enabling schools to access additional resources, both financial and non-financial. These resources contribute to the improvement of educational facilities, teaching quality, and professional development programs for teachers. Second, alumni involvement supports the advancement of academic achievements by helping to design programs that align with contemporary challenges while staying true to the *pesantren*'s vision of producing graduates who excel not only in academics but also in moral and spiritual development. Third, alumni play a crucial role in curriculum development by introducing innovative ideas, integrating modern educational technology, and sharing insights gained from their experiences beyond the *pesantren* environment. Finally, alumni contributions also extend to improving and developing teacher resources through financial support, mentoring programs, and internship opportunities. By fostering continuous professional development, these initiatives ensure that teachers remain well-equipped to deliver high-quality education. Through these academic contributions, the *pesantren*-alumni partnership strengthens the institution's ability to adapt, innovate, and maintain its relevance in an evolving educational landscape.

4. CONCLUSION

This research highlights the significant role of partnerships between *pesantren* and alumni in advancing Islamic educational institutions, particularly through the utilization of *waqf* land and alumni networks. The findings demonstrate that these partnerships contribute to both academic and non-academic aspects of educational development. Academically, the collaboration enhances the quality of integral education, improves academic achievements, supports curriculum development, and strengthens teacher resources. Non-academically, alumni involvement fosters the growth of extracurricular activities, including arts and sports, facilitates social programs, and contributes to the expansion of school facilities. These combined efforts lead to increased public trust, a stronger institutional image, and long-term sustainability, ultimately reinforcing the community-based education ecosystem. However, this research has certain limitations, including its focus on a specific case study, which may not fully capture the diverse dynamics of alumni engagement in different *pesantren* settings. Additionally, the study does not extensively explore the financial challenges and governance complexities in managing alumni contributions and *waqf* resources. Future research should expand on these areas by exploring broader comparative studies across various *pesantren* models, examining the long-term impact of alumni partnerships, and investigating strategies for optimizing financial sustainability in Islamic educational institutions.

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