The Use of Management Strategies to Attract the Public's Interest in Pesantren: A New Model for Pesantren Dynamics Study

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This research reveals a management strategy undertaken by schools to attract public interest. This strategy is based on modern science, while retaining value principles. The dynamics of the new Pesantren model is emerging around formal education and focuses on the increasingly important role of improving the quality of human resources in science and technology to meet the needs of an increasingly diverse society. This study aims to investigate the use of management strategies implemented by schools to attract public interest against boarding. Subjects were boarding school students and were used to test the new model developed around the formal educational environment. Qualitative research methods were used. These methods included data collection through interviews with caregivers / businesses, students, and guardians of students. then observation, and documentation. The study concluded that there is a new model emerging in schools around formal education. This model is now proved to effectively implement management strategies to improve the quality of schools and student resources. The new Pesantren model of modern education aligns with the typical educational boarding school. The new model differs by improving the school's ability to adapt to the times and respond to the public interest without rejecting the traditions and heritage of the Indonesian nation.

Key words: *Management strategies, public interest, Pesantren new model.*

Introduction

The role of boarding schools in Indonesia is directly proportional to the broader developments of the country. Indonesia's historical standing and development provided and the foundations for the development and knowledge of the nation's religion. Pesantrens have important roles in improving the quality of human resources in the development of science and technology and the needs of an increasingly diverse society. Niam stated that the Pesantren is the oldest educational institution in Indonesia and can grow dynamically from the history of Indonesia (Srimulyani, 2008).

The existence of the Pesantren throughout history, combined with the development of modern science requires a strategic response from the boarding school. This response should be formulated through professional strategy and the strategic management of all elements of schools, including curriculum management, infrastructure, public relations, and human resource management. The Pesantren is therfore important because of its strategic position in public schools and its relevance to the public interest. Regarding the importance and function of Islamic education, Wekke argued:

> "The function and purpose of Islamic education is placed with more importance compared to the function of general education. The reason, the function, and the purpose of Islamic education is to empower or to help mankind to achieve happiness in this world and the hereafter .. ",

This means that Islamic education in schools becomes a crucial aspect of education that allows students to obtain happiness in this world and in the hereafter. Pesantrens are able to exist as a boarding school that has survived the developments of the country with the main function of building a civilized society and have a perspective of Islam Nusantara, despite having to adapt its operational model(Steenbrink, 1994).

As a result of the developments of the world, boarding schools are faced with several inevitable socio-cultural changes due to the impact of the advances in technology and information (Putra, 2016). The social dynamics of the economy have caused schools to appear in the competitive world of free markets. The number of other developments are encased in the community dynamics that led to the question of the resistance (resistance), responsibility (responsibility), capability (ability), and the sophistication of boarding and the changing demands.

The Pesantren, with its foundations in theology has been challenged to address globalization critically and wisely (Syahrir et al., 2018). The Pesantren should be able to find solutions that balances these obligation so that the institution is able encourage students to have extensive knowledge, and have the resilience to face the changes modernisation, but also

retains its historical identity. This approach will allow the Pesantren to deliver people into the community who are aware of the problems that face so that it can find alternative solutions to the problem full independence (Madjid, 1997).

The rapidly evolving needs of such a diverse and complexeducational environmentrequires a high level of professionalism in order to improve the quality of agency performance propaganda. Pesantren institutions need to improve themselves to be able to successfully meet the needs of modern society (Syahrir et al., 2019). Pesantrens, as well as other educational institutions must be reliable and professional in accordance with the times, and are required to be able to offer an understanding of Islam that is modern and universal. In addition to adapting to these modernizing ideas, institutions should also adhere to the correct application of the management process (Arifin & Slamet, 2010).

The biggest challenge for the success of da'wah institutions, like boarding schools, in achieving the goal is the development of science and technology, and the demand for professionalism in the management of the institution. Historically, schools have been closely linked with public interest, highlighting the importance of Islamic education. This is because schools are representations of Islamic educational institutions in the country (Huda et al., 2019). Therefore, to build boarding schools in accordance with the public interest, an appropriate management strategy is needed both in terms of curriculum, facilities and infrastructure, public relations, human resources, and students. If the schools are able to meet the public interest, it will be possible to generate a range of models focusing on the development of boarding schools. The phenomenon of the emergence of various models of boarding occurred in formal educational institutions. This study will be conducted in the region include Surabaya, East Java, Malang, Kediri, Tulungagung, and Madura. These five areas have been selected asthere are various models of boarding schools in the central neighborhood of formal educational institutions (Wahid, 2017).

There are three key elements in theformulation of the background for this research:
a. How can management strategies be used to develop a model of the boarding school? Do the factors of a good curriculum management strategy, infrastructure, public relations, human resources, and students impact this ?
b. What is the level of public interest at this time regarding the model of the boarding school?
c. Is the model of boarding growing in other formal educational institutions ?

To ensure the originality of this study, researchers focused only on the elements and results relevant to the theme of this study. The results of this research conducted by previous researchers as follows. First, a study conducted by Ahmad Muhakamurrohman entitled "Boarding School: Pupils, Kiai, and Tradition"is a key contribution to literature surround the

subject. The results of this research showed that Pondok Pesantren has produced many great Kiai that have been influential in the social order of Indonesia. Secondly, Pondok Pesantren has been a part of the tradition to develop the intellectual pathways through a series of mechanisms of education for the students. This was done with the teaching of the Koran, the Hadith, and books. Finally, in the course of the development, the pattern of education in schools has evolved from traditional to modern (Maskur, Syazali, & Utami, 2019).

The research conducted by M. Ali Mas'udi, titled "The Role of Pesantren in the Formation of National Character" is also notable for its contribution to the subject of Indonesian education. The results showed that the reality of education in boarding schools allowed students to develop character and noble spirit in the midst of the community of nations that can be demoralization. Therefore, it was found that the review of the boarding school curriculum can be positive It was also found that boarding schools were viewed by the majority community as considered old-fashioned, old school, hick, and were unable to improve the nation's morale. Finally, it was suggested that the government should pay more attention to boarding schools as they contribute to the education of children inless-favored areas and are not supported by adequate means and parasarana (Huda, Tsani, Syazali, Umam, & Jermsittiparsert, 2020).

Research conducted by the Haq Jaaul Kamal mushrifs entitled "Boarding School Education System in Improving Life Skills Students (Case Study Pesantren Anwarul Huda Malang Karang Besuki)"also provides a significant insight into the education system.The results of this study show thatPondok Pesantren Anwarul manage education by creating an integrated model of modern education in a classical teaching system . The management system used to improve students' life skills is through Madrasah Diniyah, routine study, organization, curriculum, facilities and infrastructure, and life skills training.Pondok Pesantren Anwarul Huda also has a supporting factor in the education system which includes caregivers, pempinan professionals, and community environments. The constraint of this research is the impact on the faculty and students(M. Syazali et al., 2019).

Finally, the research conducted by Abdul Kholiq Syafa'at entitled "Boarding Schools Development Strategy in the Era of Globalization in Banyuwangi" focuses on three factors. Firstly, the development strategy of Islamic educational institutions such as consistency and the ability to adapt.Second, a strategy update including employee recruitment management. School teachers must go through a capability test, have academic qualifications that are appropriate to the skill than the degree of compliance with the clerics. Thirdly, the implementation of a strategy to improve the schools resources including: increased resources and improved natural resources (Syahrir et al., 2018).

It becomes apparent from previous studies that the authorsdo not share a common ground on the subject. The focus of this research aims to investigate a model for current boarding school, the public interest against the schools of today, and management strategies to develop the boarding schools of today. This paper starts from the proliferation of small, established boarding school environments within the scientific community to contribute to the formal educational institutions. This paper also aims to understand the desires of the community in providing the concept of teaching at the school in accordance with the needs of the community.

Methods

The focus of this research is to produce a model of today's boarding school that integrates management strategy with public interest. This research will adopt a qualitative approach. Bogdan and Taylor define qualitative research as a research procedure that produces descriptive data in the form of words written or spoken of sources and the behavior observed. This study focused on the new model of Pesantren in East Java and used purposive sampling and research to investigate management strategies regarding boarding schools and public interest.

Locus and Time Research

The locus of this study is located in formal educational institutions in East Java which is established in the community. Researchers chose the location of this for the project with the following considerations: 1) East Java is central to the growth of large and small boarding schools that has spawned numerous models for boarding schools to meet the needs of the community; 2) The right management strategy would be necessary to maintain the existence of the boarding school itself; 3) As a result of globalization, people are getting smarter and contribute in the development of quality education, for the establishment of boarding schools should be able to adjust with the public interest.

Data Source

Data was collected in the form of primary data and secondary data. While the source of the data obtained through: 1) Person: where researchers ask about the variables studied; 2) Paper: a researcher read and learned information related to researchthrough the forms of: archives, numbers, images, documents, symbols, and so forth; 3) Place: the venue for the activities associated with the research (Diani, Herliantari, Irwandani, Saregar, & Umam, 2019).

According Sugiyono, data collection techniques can be conducted by observation, interviews, questionnaires and documentation. In this study, data collection techniques performed by the

researchers will utilise three methods, including: observation, interviews, and documentation (Diani, Irwandani, et al., 2019).The processing and the analysis of data using descriptive analysis was conducted to identify management strategies and identify the public interest in the process of development boarding schools. This flourished in the formal educational environment in East Java, among others: Surabaya, Jombang, Kediri, Malang and Madura.

Data Analysis

According to Miles and Huberman, activities in analyzing qualitative data include: 1) Reduction of Data, defined as peroses elections, separation, attention on simplification, abstraction and transformation of raw data that emerged from written records in the field; 2) Presentation of Data (Display Data), conducted with the aim to facilitate researchers in seeing the picture as a whole or a specific part of the research; 3) Withdrawal Conclusion (Concluting Drawing), which verified continuously throughout the study process (Habibi et al., 2019).

Validity Analysis Data

According Moleong, there are several criteria that are used to check the validity of data, including: 1) Degree of Confidence (Credibility).The application of the degree of confidence, in essence, replaces the concept of internal validity and non-qualitative. The criteria examined, with some degree of confidence, investigation techniques and the triangulation and adequacy of data 2) Transferability, as a matter of empirical observation depends on the context of the sender and The receiver; 3) Reliance (Dependability) in qualitative research. A dependence test is done by examining the whole process of research; 4) Certainty (Confimability) in qualitative research. A test similar to the test of certainty dependence, so that testing can be performed simultaneously.

Research result
1. Animo Communities to Boarding Schools

According to the Indonesian Dictionary, Animo is an interest, a passion, and a strong desire to do, or follow something. Mulyasa defines interest as the tendency of a person to do a deed. Animo is the desire or interest of a person to a tendency which then directs them to a choice that they can determine based on that interest. Correspondingly, Winkle states that interest is a persistent tendency in the subject to feel attracted to certain areas and creates happiness working in that field (Hartinah et al., 2019).

Holland cited by Djaali's response that "yhe interest is higher tendency towards something". The enthusiasm that exists in most communities to impose their choices on a boarding school

can not be separated from the boarding Pesantren models, in accordance with the wishes and needs of the community itself. Growth and development of Pesantren should have its own charm which is packed with strategies and good management to keep up with global developments and attract the interest of prospective students and guardians (Huda et al., 2020).

Developments in science and technology can affect the development of community interests. The public carries enormous influence on the sustainability of the educational process in schools (Kasayanond, Umam, & Jermsittiparsert, 2019). Currently, the establishment of boarding schools is the will of the people. Therefore, everything that is done by schools should be in accordance with what the community needs. According to Crow and Crow, cited Dimyati Mahmud, some factors which affect interest are:

Figure 1. The affect of Interest

The inner urge factor	• Namely stimuli coming from the environment or scope in accordance with one's wishes or needs
The factor of social motive	• Namely interest in oneself to something because of social motives
Emotional factors	• Factors emotions and feelings experienced by a person against an object.
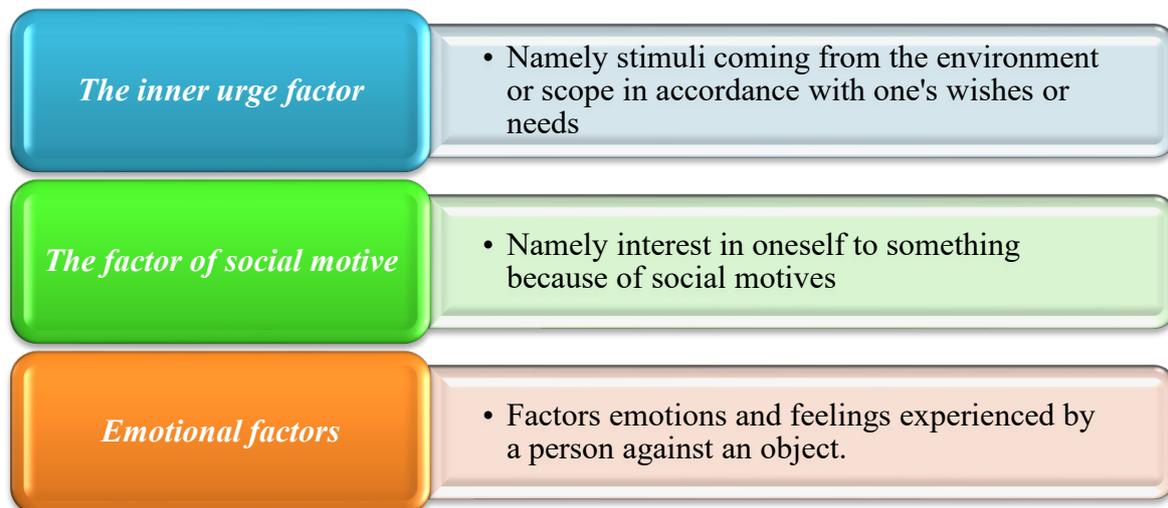
Moh. Nasir, as quoted by Gamal Abdel Nasser Zakariya, confirms that the public interest in schools depends on the alignment system built and the boarding status itself. The purpose of the alignment system is the result of learning after completion of education at the school to support the future learning. While the boarding status is recognized by a state agency or an legalentity will also be recognized by the state(Lestari et al., 2019).

Furthermore, Fasli Jalal illustrates trends in public interest against an institution (in this case Fasli be announced at a public school perspective) has three points:
a. *Curriculum design*: At least curriculum includes science, attitude and output are granted.
b. *Student are limited by strict selection*: Excellence of the students (students) to give a role to the society and the state.

c. *Learning process is adjusted*: Learning system used in designing the institutional goal of producing students who fit the needs of the market.

The tendency of such public interest, essentially boils down to the principle needs of people affected by the economic and religious culture . The advancement of society calls for the development of learners who are able to perform equally between values, attitudes, knowledge, intelligence, skills, ability to communicate with the public at large, as well as raise awareness of the natural environment. Pesantrens can play a role in empowering and transforming society effectively. The role of boarding schools in meeting the public interest includes: instrumental and facilitator role, the role of mobilization, the role of human resources, as an agent of development, and as a center of excellence (Rahmawati et al., 2019).

In addition to these roles, boarding schools hold the position to model and reform the current system by changing the path towards devolping science and technology. Pesantren become relevant to the times by applying the concept of learning technology to absorb the interest of the public. The role of schools is the role of modern science-based interactive technology (Ramadhani, Umam, Abdurrahman, & Syazali, 2019).

To determine the public interest regarding the new schools, data can be analysed as the following factors: models of educational background, social, and economic society itself. Therefore in this case, the researchers classify people into three types. Firstly, community economic background can be grouped into three, namely economic background people with high, medium and low. Secondly, a community of educational background can be grouped into three, among others: the public's view of the educational background of high, medium, and low. Thirdly, the community of geographical backgrounds / environments are grouped into two categories, namely: from the environment of religious and non-religious environment (Kasayanond et al., 2019).

The classification levels determine the varying interest. Different perspectives are used on each type of diverse communities. For people with socio-economic type (occurring in urban society) tendency of interest to look at the output of their students as a market opportunity. For the education community, interest is derived from the collaboration of science and the needs of the market, while the latter type is uses an environmental perspective with more priority on boarding religuitas side.

2. Management strategies in developing boarding

Management is one of the important aspects of schools to continue to grow and adapt to the swift development of the times. Without effective and efficient management , then a boarding

school would not be able to grow and maintain its significance. This is where good managerial skills are required for the realization of the model schools aspire to be.

Pesantren management is crucial to the existence of a sustainable institution these turbulent times. Each element of management includes strategies that contribute to the collective goal adapt to the changes in the future. One of the main reasons is the conditions faced by both internal and external. Terasebut management strategies propose that schools can show the "fangs" which can increase the effectiveness and productivity (Ramadhani et al., 2019).

Definitively, James AF Stoner interprets management as a process of planning, organizing, leadership and control, as well as the efforts of member organizations touse existing resources in the organization to achieve predetermined organizational goals. Stoner defines the management function according to four elements. First, planning showed that managers think about the aims and activities prior to their implementation. Secondly, the organization (organization) with managers that coordinate human resources and material resources of the organization. Third, the leadership (to lead) shows how managers direct and influence subordinates, using others to carry out specific tasks. Fourth, the assessment (controlling) means the managers are trying to convince that the organization is moving in the direction of the goal (Sagala, Umam, Thahir, Saregar, & Wardani, 2019).

According to Handoko, the development of management for an organization, including schools, must aim to achieve the following: to facilitate achieving the goals set, keeping a balance between the goals, objectives, and activities of conflicting stakeholder, achieving efficiency and effectiveness of the organization's work. Handoko states that systematic management is required to attract public interest (Wekke et al., 2019).

The research by Stoner and Handoko iscorroborated by Turner. However, Turner places more emphasis on the nature of uniquely Pesantren management. According to Turner, boarding management consists of planning (planning), arranged on the concept maslahah and dhururiyah; organizing (organization) that includes resource empowerment both economic and human power; leader of clerics (kiai leadership), are a key element implementation of all elements of management and become formulator boarding step forward; controlling (full supervision) are evaluating every activity boarding (Muhamad Syazali et al., 2019).

As a result of management development, it appears the various fields of management can be seen in terms ofobject and outputs achieved, such as curriculum management, service, sarpras, human resources, public relations and students. Various areas are, of course, implementations of management and can be applied in a boarding school as existing non-formal educational institutions.

To achieve the purpose of the implementation of management, it is important to identify patterns and strategies. The strategy is an approach that includes implementation of an idea. Planning and execution of of a strategy must be conducted in a certain time, both long term and short term. Purpose is not easy to achieve without the strategy. The growth of the boarding school can not be separated from structured and conceptual strategy that is used by caretakers/business (Rufaidah, AtIrsyadi, Saregar, & Umam, 2018).

The boarding school, as an educational institution of Islam, must contribute to the realignment and reconstruction of the existing management and design strategies to suit the purpose boarding school. Furthermore, the managers/caretakers must be bold and willing to develop the existing management in order to anticipate the changing times. This is because the present era and future demands of organizations to have high adaptability and quality in order to exist and remain competitive.

Regarding management in establishing the necessary boarding theory, it can be said that management is also defined as managementcurriculum, infrastructure, public relations, human resources, and students. For this study in the discussion will use the theory of James AF Stoner to achieve organizational goals necessary to the process of planning, organizing, leadership, and assessment.

3. Model boarding school today

According Steenbrink, "cottage" is a term derived from the Arabic "funduq" which means rest house or lodging for people who are traveling. Ziemek states that a Pesantren is to foster the good of human beings. It can be concluded that the boarding school is a place / inn used to develop man to become better. Confirming this definition, Masqon, stated that:

> In modern Indonesia today the expectation towards the role of pondok pesantren move on since the early Twentieth Century, it is not only performing it's three traditional roles as the locus for transforming religious education, preserving the Muslim traditions, and producing scholars, but nowadays it plays an important role to educate and prepare leaders of tomorrow who possess qualities specific items, namely; noble character, sound body, broad knowledge, and independent mind.

Fostering a better humanity is the vision of boarding schools which aim to incorporate morals and ethics. In addition to being the driving education in Indonesia as traditional Islamic educational institute, schools also survive in the history of Indonesian education to this day. Today, many schools are developing models. The new model has its own characteristics, but not independent of the characteristics of schools which later became karakterististik Pesantren. Fauzi uggests "Islamic transformative education management can give birth to the quality of education, have high competitiveness and better work productivity". Islamic

transformative education management can give birth to the quality of education, high competitiveness, and productivity of work (Sagala et al., 2019).

Dhofier suggest that there are four types boarding. First, the boarding school is seen in terms of facilities and infrastructure, and has some variations or models that are then categorized into three, namely: boarding type A, boarding type B, and boarding-type C. Second, the boarding school is perceived in terms of the science being taught, which are are classified into three kinds: traditional pesantren (Salafi), modern pesantren (Khalafiyah), a comprehensive pesantern cottage. Third, the boarding school is understood from the number of students grouped into three types including: boarding large, medium, and small. Fourth, the boarding school is seen from the fields of knowledge, grouped into three types, including: boarding school of Sufism, jurisprudence, and tools (Sriyakul, Umam, & Jermsittiparsert, 2019a).

According to Nasir Ridlwan, boarding schools have three types that are present. These include:

a. Salaf / Classic Islamic Boarding Schools.Schools that apply the learning method of the Salaf (Weton and sorogan) in every system of learning, both in the classroom and outside the classroom. The standard is 100% religious.

b. Developed Semi Islamic Boarding School. The learning method is Salaf and patterned with the presentation of Islamic religious curriculum of 90% and 10% consists of general studies.

c. Developed Boarding Islamic School. The learning methods follow national standards and curriculum standards. This usually consists of 70% and 30% of religious pelajran general subjects.

d. Modern Islamic Boarding School. Modern boarding schools that complete the education hierarchy merapkan institutions ranging from diniyah, formal, to college. Applying both Arabic and English.

e. Ideal Islamic Boarding School. Schools that combine religion with modern pengatahuan complete and institutionally recognized by the state.

According to this typology, schools included in the typology consist of the contemporary model of modern Islamic Boarding School and Ideal Islamic Boarding School. The key types of boarding consist of firstly, the integration between religion and general knowledge contained in the curriculum.Secondly , the availability of educational facilities ranging from diniyah to the college level.

Tafseer Ahmad Jamaluddin was quoted as saying thatin a modern boarding school, there are three major paradigm as the foundation, the first, the paradigm of science, the knowledge acquired intellect and senses such as fiqh; second, the logical paradigm that knowledge with abstract objects such as philosophy; third, mystical paradigm obtained with flavor. Another

type of model of leadership style boarding schools are scholars who are general. That invites an open curriculum system and promote consensus than his own authority (Sriyakul, Umam, & Jermsittiparsert, 2019b).

Analysis and Conclusions

Public interest in the schools will grow along with the branding and management applied by the schools. Through the data that has consisted of samples from seven schools located around the formal institutions in East Java, there are some findings that Pesantren has a different appeal to the residence, while the other will describe below.

In accordance with crow and crow theory, interest appears to "mole" is as follows, 1). Because of the encouragement of self which feels like to dig deeper into the science of religion in Pesantren, 2) then there is also encouragement from the closest, namely, parents and brother who gave his full support to children boarding because they felt terbentengi of promiscuity, 3) the influence of some peers who have an interest for the mole then makes the wish mengikutinyauntuk prospective students learn and live in boarding schools, 4) there are also those who simply branding of kyai / caregiver as one of the things that attract prospective students to be students in place. 5) A comfortable and ideally, a special attraction for the growing interest of prospective students and guardians of students. 6) education system in terapakan at the school. 7) rules enacted at the school, including daily technical rules to the rules of payment. 8) Facilities owned by the Pesantren itself which became one of the major influences for prospective students interested in going to be students at the school.

Of the eight findings, the tendency of public interest against the existence of the new model schools are located on three factors.As stated by M. Nasir and Jalal, first, curriculum oriented,where curriculum is oriented to the needs of the times. Second, oriented characterwith the castle relegius to avoid promiscuity children from unscrupulous attitudes. Third, need oriented: afacility where learning becomes interest, with the availability of laboratories, facilities and facilitator skills.

One strategy that involves the interest of completeness of the facility is the availability of business activities at the school. The existence of business to urge the public to learn firsthand about social entrepreneurship in schools. These social entrepreneurs are drawn from the public interest. According to Zahra, as quoted by Jafar Syahbuddin Ritonga, "social entrepreneurship is the basic interest of the modern society"(Sriyakul, Umam, Jermsittiparsert, et al., 2019).

In this cas,e the role of schools include: an instrumental role of the facilitator, the role of mobilization, the role of human resources which will be integrated with the emerging interest

of society to boarding. The interest of the community is large enough evidence is established by the quota or limit the number of incoming students each year for the coming of prospective students at the boarding school.

Places are limited, to maintain the effectiveness and management of the learning process in place tersebutmerupakan three main factors of the background presence of students at the seminary quota restrictions. A huge interest that is growing is what causes the Pesantren, as agents of development, to continuously improve the quality of self. Along with this, boarding school with new models as well as a center of excellence ready to compete with other places and adapt to the existing formal education around the boarding school.There is a significant interest when analyzed in-depth.Every boarding school that became the object of this research has applied the concept of open interest declared by M. Natsir and Fahri Jalal and supported by Dhofier his opinion, that boarding the new model focuses on modern learning (learning system), modern curriculum (curriculum general) and orientation technology (knowladge oriented).

Management used to develop a model of the boarding school, a good curriculum management strategies, infrastructure, public relations, human resources, and students

Management is important to build quality schools. Boarding schools depend on the dynamics of management used. From the findings of the data obtained there are a variety of interest presented by business / Caregiver in setting up schools 1) The encouragement of Kyai-Kyai, predecessor which some caregiver are graduates of several cottage Salaf in East Java 2) Create a generation that can be "Uswatun repertoire "suri tauldan good or when they return to society later. 3) The desire to realize the students who have the intellectual acumen also berakhlakhul karimah religious. 4) Identify the students who were able to obtain scholarships for further studies without eliminating Koran book culture, dhikr etc. In practice, this Pesantren integrates modern technology with moderation as existing studies on related formal education and also provide an online library containing books - books that find access anytime, anywhere. 5) and the last is to realize that karimah berakhlakul students who have good manners menrut religious teachings of Islam, a remembrance that is, those that had knowledge and in his heart there is fear (khasyyah) to Allah SWT. Experts and specialists Riyadhoh Shodaqoh like to give to the needy. Experts dhikr is the air of science and in his heart there is fear (khasyyah) to Allah SWT. , Experts and specialists Riyadhoh Shodaqoh like to give to the needy. Experts dhikr is the air of science and in his heart there is fear (khasyyah) to Allah SWT. Experts and specialists Riyadhoh Shodaqoh like to give to the needy.

With such diverse objectives, the right management must be implemented to support the process of the development of Pesantren. In thedevelopment of Pesantren, t four aspects of

management are used. These include: curriculum management, infrastructure, public relations, human resources, and students. First, in the management of the curriculum, schools have to make every effort to facilitate the achievement of business objectives. In particular, efforts to improve the quality of teaching and learning in schools interaction while the component is Santri, Ustadz / Ustadzah / Kyai, teaching materials in this case the Yellow Book and books - books / E-book related, curriculum or instructional units are used, as well as teaching strategies and learning log that is in use. Teaching is done outside the formal education hours.Second, manjemen infrastructure, facilities provided by schools starting from the availability of space for learning, instrument penujang others include wifi, e-library, special library book, to basic necessities ie beds, bathroom, parking area, catering food, laundry and so forth. The need is attempted to be met by schools so that students learn and comfortable to stay in the boarding school.Third, public relations to create good communication between the elements of the Pesantren community with boarding school residence, allowing students to follow and work with the community in several positive events, such as the benefit of orphans, work activities, cleaning the surroundings of garbage, public lectures and so on.Fourth is the resource management among students. Besides studying religious science, students will also be taught organizational life where they are empowered to take charge and help the management of the school by also organizing events. Caregiver / Kyai which is assisted by asatidz (the Ustadz) still directs and controls the management of schools to manage the expected goals. This section is one of importance, as if there was no control then boarding management, direction will be erratic. Therefore the cooperation of each element is very important (Maulidi, Apriliani, & Syazali, 2019).

The fourth management pattern is formed from the perspective of James AF Stoner which demonstrates that the proper planning to design a curriculum based technologies such as the use of teaching materials and learning eBook non clasical. Digital based learning is also listed in planning with regard to the construction of facilities such as a digital libraries, wifi and the concept of learning pemberajaran game play. In regards to management, all the outputs will require proper planning for the purpose of digital-based learning can be accomplished (Komala Sari, Syazali, & Farida, 2016).

Turner focuses on understanding the organization and control in a centralized Pesantren kiai leadership (lead of clerics). Where figure kijaji change its position (in the style of a traditional boarding school) change as a facilitator who exploit senior students to implement its policies. Such models, according to Nur Aedi, are included in succession, which engages a participatory manner involving other personnel to carry out the management. Building a relationship with the community through the concept of open enggeneriing including the management type (Abdurrahman, Saregar, & Umam, 2018).

Model schools are developing today

During their development, schools can now be classified in four models, according Dhofier. These models can be defined as: boarding views of infrastructure, schools views of science is taught**,** boarding seen from the number of students, as well as boarding views of fields of knowledge**,** Muhammadsyah Siregar added that boarding views of social entrepreneurship.With a diverse destination that can be of the field findings and implementation of different management models, researchers attempting to classify schools that are developed around the place formal education is currently used by three models;

   a. *Pesantren Collaborative*
      Is a boarding school that its management by balancing modern education / education in formal schools with education in schools. As an example, schools that incorporate technological means to study moderation, discussion on the lectures by means of supporting the e-library that can be accessed anywhere and anytime. In practice, the collaboration boarding students will support the needs of discourses that exist in formal education. Schools provide space and facilities for students to create a focus group discussion about the material being studied. This includes the Koran book, to read the Qur'an and dhikr Joint alternately. This must be conducted with balance. The purpose of these schools is to facilitate students in order to get a balanced knowledge base that can then be in sync between formal education and the education in the boarding school. This knowledge responds to the modernization of Islamic education in Indonesia.

      Facilities that support this form of education include study room, religious teacher / tutors who are experts in their field and are qualified wifi connection. In this case, the caregiver / manager full play to support the facility. In this boarding school, the type of caregiver is an absolute manager, where as a regulator manajen that are customized to the development of the Pesantren.

   b. *Pesantren Cooperative*
      Pesantren Cooperative is a boarding school that authorizes managers and administrators to help caregivers manage schools. In this Pesantren model, the caregiver entitles the manager / board which can asatidz and students. These elements work together to control and evaluate the existing activities, then the evaluation results are conveyed to the caretakers as the holder of the highest leadership to give a decision. Pesantren aims to teach students to organize and hone the managerial ability of students to return to society in the future.

Although students are given the space to participate in managing the school, to issue any curriculum that instilled pengasuhlah authorizing because it depends on the desires in tanamkanoleh caregivers.

c. *Conventional Pesantren*
Conventional Pesantren is a boarding school that has the characteristics of Islamic values in Indonesia.Yang states that this management approach is a traditional boarding school. Because it evolves around the clock, Koran formal education and learning books are adjusted with the clock on formal education so as not to collide.

Thus, the management of schools is closely related to problems and needs in the present and yangberkembang public interest, and in sync with the main purpose of the boarding school. Therefore, the design of management development needs to be designed to suit the growing discourse and public interest.

Conclusion

From the results of research and analysis above, it the following conclusions can be made from the final results of this study:
a. Characteristics of the new model schools managed to get people's interest in total. Pesantren's new model has the following characteristics 1) based on digital technology, where the development of science responded quickly by entering the planning and organizing in planning curriculum, facilities and learning tools; 2) a community-based approach, which involve the public in making policy3) based on the involvement of social entrepreneurs, schools conduct business activities as a source of funding schools and scientific practices that smelled economy.
b. Public interest was against crow and crow-style boarding school where the influence of interest was based on the needs of a society which was in turn based on a system of cultural, environmental, and specific desires. The cultural system was influenced by friends, the environment, and religious values . In the environmental sector, influenced was established by the ideas that fortify pelajran children with religious lessons. The specific wishes, influenced by the spirit to nyantri on both parents and kerutunan speech.
c. Management strategies to gain public interest, the manager or kiai doing planning by adjusting the curriculum on the basis of digital (e-book and library search), organizing by setting up an online tool such as wifi and other soft materials. To create and controlling, by operating the kiai with students the resources to implement and become active surveillance for the achievement of objectives.

Recommendation

a. This research was recommended to the management of schools to have open-ended nature of the development of science and respond quickly.

b. To the people who have children should memondokkannya religious enough, the goal is to fortify the child from negative influences.

c. For parents should be careful in choosing a boarding institution and consider each wants to take a decision.

d. Pesantren models emerging in East Java, parents should consult a lot to get the maximum results.

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