

Islamic Boarding School Learning Organization: Analysis of Learning Dynamic, Organizational Transformation and Application of Technology

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ABSTRACT--- *The advance of science and technology requires an organization to make changes in developing its organization. Learning organization is seen as the ability of an organization to develop and improve the knowledge and attitude of all human resources in responding to the various changes that arise. Islamic boarding school is the oldest educational institutions in the national history of Indonesia as the nation's assets in people's life. The objective of this study is to analyze learning dynamics, organizational transformation, and the application of technology in Islamic boarding school in facing the challenges of disruptive innovation. The results of the research showed that all personnel in Islamic boarding school form learning interaction model both individual and group. An Islamic boarding school that renews the vision of the organization is a form of transformation in response to the changes that occur. Furthermore, the use of information technology is implemented in learning activities. sed for the utilized as a piece of a diesel motor with diesel mixes.*

Keywords: *Learning Organizations, Learning Dynamics, Organizational Transformation, Application of Technology, Islamic Boarding Schools..*

I. RESEARCH OBJECTIVES

Islamic boarding schools as an Islamic da'wah institution in Indonesia that provide the basis of the strength on the values of morality and spirituality with the diversity of the community culture around it. The most characteristic of what is called the "pesantren tradition" is the intersections and dialogues that occur between Islamic doctrinal values and local cultural wisdom. In Islamic boarding school, the teachings of morality and mysticism are delivered, it has been developed the teachings of the need for upholding the attitudes of tolerance (tasamuh), moderate (tawasuth) and being consistent and optimistic (ta'adul and istiqamah) (Syamsun Ni'am, 2015; Dhofier, 2011; Steenbrink, 1994). Islamic boarding schools have the ideal potential to be developed as a comprehensive education system in order to answer the changing times related to the development of information technology and development (Nuraeni, 2005; Aimah et al, 2014; Wood, 2008).

The ability of an Islamic boarding school is demanded to be able to survive and adapt to the development of globalization. One of them is in facing the challenges of disruptive innovation (Ahmad Muflih, et al, 2014). Learning

organization is an organization that continues to study seriously and together, then transforms itself to be able to collect, manage and use the knowledge better for the success of the organization (Marquardt, 1996). Learning organizations are organizations that facilitate the learning of all members and continuously transform themselves to achieve superior competitive performance (Wills, 2009).

In general, the objective of this study is to analyze learning dynamics, organizational transformation, and the application of technology in Islamic boarding schools in accordance with the indicators of learning organizations.

II. METHODOLOGY

This study used a qualitative phenomenological method. In this phenomenological discussion, the research subjects were chosen at Cirebon Buntet Islamic Boarding School. Data collection techniques used in this research were observation and interviews with clerics(kyai) as Islamic boarding school leaders, teachers, and students. The instruments used in this research were observation sheets, interview guides, and questionnaires. Indicators of learning organizations are used according to (Marquardt, 2002) and expert, including learning dynamic, organizational transformation, and application of technology.

III. RESULTS

A. Learning Dynamics

Learning dynamics is a process of individuals and groups obtain the knowledge and insight that results in behavior changes and actions. Based on the results of interviews with 3 clerics(kyai)and 18 ustadz stated that they realize the importance of knowledge to be obtained by doing continuous learning for the success of the organization. The role of clerics(kyai) as the leaders of Islamic boarding school provides learning assignments to ustadz to attend training and give permission to take an academic career to a higher level to increase the capacity of knowledge and attitudes both individuals and groups. The results of observation showed that clerics (kyai)and educators actively share knowledge not only for ustadzbut also students. They realize the importance of knowledge to be disseminated to all members of Islamic boarding school to support and

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encourage a shared vision.

The role of the clerics (kyai) in developing Islamic boarding school related to the learning culture to be a central figure in performing the functions as decision makers/policies and role models for all members Islamic boarding school (Solichin, 2014; Muhakamurroman, 2014). The ability of clerics (kyai) in taking policies that support all members in Islamic boarding schools wisely and reading the opportunities in utilizing technology and information to meet the community needs in order to be able to compete that will be more valuable Islamic boarding school.

B. Organizational Transformation

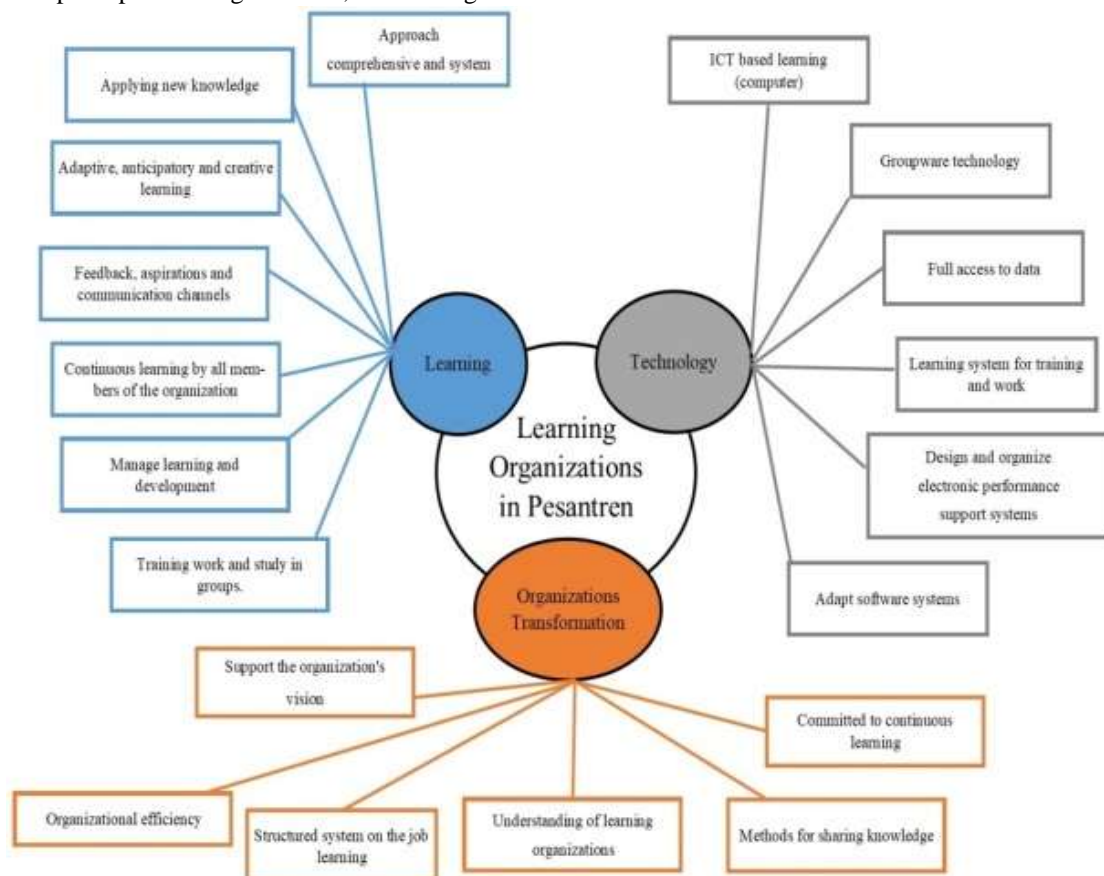
The organizational transformation includes the elements of culture, vision, strategy, and structure. The culture of learning in Islamic boarding schools maintains the formation of character, knowledge, attitudes, and skills. Furthermore, the vision of the organization contains a statement on the achievement of adaptive students skills in accordance with the development of the era. One of them is skills in information technology. Generally, Strategies applied by Islamic boarding school in manifesting the goals/vision adhere to the principle of togetherness, increasing the

knowledge of all members through learning activities, sharing knowledge, and building adequate facilities and infrastructure.

C. Technology Application

The use of technology in Islamic boarding schools is characterized by applying information and communication technology-based learning. The interaction between teachers and students applies a learning system using electronic devices such as computers. The availability of electronic equipment is a form of fulfillment so that students have the skills to use technology. Furthermore, ICT-based information systems make it easy for all members of the organization to share information in accordance with the needs of the Islamic boarding school. Application of learning systems through the stages of design, development, and utilization of ICT in learning (Nasrulloh & Ismail, 2017; Erin N. O'Reilly, 2016).

The figure below illustrates learning organizations covering learning dynamics, organizational transformation, and the application of technology in boarding schools in this study.



IV. FINDINGS

Some findings and suggestions about learning organizations in Islamic boarding schools to be applied optimally are as follow:

1. It is necessary to evaluate the quality of performance and learning outcomes, especially the educators (clerics) as a whole and must be published.
2. It is necessary to evaluate the quality of a continuous learning system.
3. Changes in the organization's vision are renewed too quickly.

4. Technology implementation needs to involve experts in their fields.

5. Training of educators (ustadz) needs to be given the reinforcement with repetitive training in similar themes.

6. Building a cultural commitment to learning with other organizations outside the Islamic boarding school.

7. Explore the input from students about some problems of learning in Islamic boarding schools.

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