

PESANTREN SCHOOL EDUCATION SYSTEM AS EFFORTS FOR HUMAN RESOURCE IMPROVEMENT IN BORDER REGION OF IMT-GT

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ABSTRACT. *IMT-GT Blueprint period 2017 - 2021 proclaimed their 7 strategic pillars in the development of IMT-GT are: 1) Agriculture and Agro-industry 2) Tourism 3) Halal Products and Services 4) Connectivity transport, especially sea transport and ICT 5) Trade Facilitation and Investment 6) Environment 7) human resource development, education and culture. IMT-GT project which is an inter-regional relations in some provinces of the region in Indonesia, Malaysia and Thailand are expected to be able to promote economic growth, TO increase trade and investment and poverty reduction. Factors of human resources, education and culture included, because HR is critical in supporting the IMT-GT program. Pesantren system deemed appropriate model for regional development in the border region, especially in Indonesia. Because the system 1) Pesantren school refers to an educational system that does not alienate students with the realities of life 2) Pupils must be aligned with the conditions of the community faced 3) Education schools prepare students to contribute to the surrounding community, in this case clerics and teachers, caregivers have an important role. For material that refers to the IMT-GT program can be cooperated with the relevant authorities or institutions of Higher Education in the region of about 4) Pesantren school educating students by example, habituation real action of clerics and pesantren daily.*

Keywords: *IMT GT-HR-Pesantren / Boarding School Education System*

I. INTRODUCTION

Since the declaration of Indonesia, Malaysia, and Thailand Growth Triangle (IMT GT) in 1993 which is a form of sub-regional cooperation with the aim of accelerating economic growth in less developed provinces, various programs have been carried out. Growth in sub-region is characterized by complementarities of economic sectors by relying on geographical proximity, history, culture and language. The IMT-GT Roadmap identifies four (4) corridors of economic connectivity as the key to support an increase in mutually beneficial cooperation in trade and investment as well as an integrated tourism development of a number of provinces from all three 3 neighbors by strengthening regional connectivity.

But in the development of the regional cooperation so far does not give much a progress and a significant impact in the Indonesian province if compared to other provinces in Malaysia and Thailand 1) The role of business in developing the economic sector is still

lagging far behind neighboring countries. Various attempts have been made such as socialization, building partnerships, and so on. These problems are caused by lack of understanding and unpreparedness of society with IMT-GT program in the area. So that Local Government, Regional Entrepreneurs and Academics should be instrumental to prepare and provide guidance to communities in the border area belonging to the IMT-GT carefully and continuously. Due to the characteristics of Indonesian society in general. 2) It is difficult to accept change, the progress and success of others and extravagant. So what needs to be done to overcome is with human resource development that can be done in various ways. One way that is effective and in accordance with the conditions of Indonesian culture in general is to develop the education system in seven (7) of the regions of Aceh, North Sumatera, South Sumatera, West Sumatera, Bengkulu, Jambi and Riau with the education model schools.

II. EDUCATION SYSTEM PESANTREN AS HR QUALITY IMPROVEMENT EFFORTS ON BORDER COMMUNITIES IN THE IMT-GT

2.1 Program IMT.GT

Blueprint IMT-GT period 2017 - 2021 proclaimed their 7 strategic pillars in the development of IMT-GT are: 1) Agriculture and Agro-industry 2) Tourism 3) *Halal* Products and Services 4) Connectivity transport, especially sea transport and ICT 5) Trade Facilitation and Investment 6) Environment 7) human resource development, education and culture. IMT-GT project is expected to be able to promote economic growth, increase trade and investment and poverty reduction.

Actors of human resources, education and culture are included, because HR is critical in supporting the program of IMT-GT, because if the HR community is prepared and provided a better understanding of the right, then the implementation of the IMT-GT can be fully supported by the community, so that the program can be applied as expected.

2.2 *Pesantren* School Educational System.

Pesantren educational system has the following characteristics: a) The existence of *Kyai* (cleric) as the central figure manager who has authority and generally what they told will be followed by learners (students). Continuously, fame and the development of schools depends on the role of clerics. Since the person is as a central figure of *pesantren* 3) b) *Ustadz* usually alumni or family of the *Kyai* offering support for the knowledge of clerics, c) Pupils are students who study there and stay at the *Pesantren* and there is the so-called students who after studying the book and recite Al-Quran continued to return since his residence is near.

The education includes: The Book of the base, the book medium, and large books in addition to reading the Qur'an. While the educational goals include: Theo-centric, Voluntary and Serving, Wisdom, Simplicity, collectivity, Organize joint activities, freedom guided, independent, *Pesantren* school where the search for knowledge and to serve, the practice of

¹tribunnews.com/amp/2015

²Dewi Meisari Haryanti, Sri Rahayu Hijrah Hati, 2016, Berani Jadi Wirausaha Sosial, DBS Foundation, Jakarta

religion, without a diploma, but the blessing of clerics who declared science students fairly, having strong meaning for students.

At this time 4) schools do not just dwell on the religious-based curriculum ((religion-based curriculum) but also develop and implement a curriculum that is based on social issues (community -based curriculum) *Pesantren* school in Indonesia has undergone a paradigm shift, from being cost operational schools in the can of *zakat*, *infaq shodaqoh* and donors and grant aid from the government, at present many schools that also runs business activities in the agricultural sector, nurseries, food, groceries and so on. so the lack of independence of schools to meet the needs of operational *Pesantren*. Besides *Pesantren* equip its students to develop entrepreneurship by providing entrepreneurship science sector of trade, agriculture, animal husbandry or culinary. with the hope that someday when the students have finished undergoing the education will be able independently to meet the needs of the economy apart from understanding religious knowledge can be applied in the community. *Pesantren* education system has the following characteristics:

The relationship of clerics - chaplain – students are very closed, so the clerics who assisted cleric can know the capabilities and characteristics of students, students who lived in the *pesantren*. This is when applied in the IMT-GT PERB supervisor, then as a first step, clerics figure can be raised and placed by the government with the consequences of daily living needs facilitated by the government with the special "staffing" system which has the duty and authority in running and managing schools IMT-GT border region. The local content of *Pesantren* school IMT-GT in the border area is to equip its students with the development of science, business and tourism, for the other schools to develop agriculture and agribusiness expertise, to other schools to develop marine transportation system, which is the local wisdom. For the expert outside the religious sector, they can collaborate with academics or practitioners.

- b. Curriculum at the *pesantren* includes reading the Koran and classic book. The curriculum schools are not stuck with the government curriculum change, but based on the real needs of students and the surrounding community. The process of *Pesantren* school education to prepare students studying at the *pesantren* to serve, the practice of religion, without a diploma, but specific scientific targets that must be achieved. A pattern like this can be enacted to support the IMT-GT agricultural sector and agribusiness for example.

So that students in addition to getting the science of religion for the formation of character, as well as students have an und²erstanding of the program IMT GT in real terms, due to the direct practice and can be studied full-time basis because they live at the *pesantren* particular, so that the HR community is ready to support the IMT-GT, not just as spectators, but participate as actors.

- c. Learning time can be done flexibly, every 6 months special schools could accept new students. So the time to study is not rigid. For the region where many non-Muslims, they can also download early pension system of special *Pesantren* schools, with a customized learning religion. So expect the presence of human resources who have religious knowledge, also have the ability in the field related to programs which

³Yoyok Rimbawan, *Pesantren dan Ekonomi*, (*Kajian Pemberdayaan Ekonomi Pesantren Darul Fallah Bendo Mungal, Krian Sidoarjo, Jawa Timur*) 2014, digilib,uinsby.ac.id

- have been proposed in the IMT-GT as: Tourism, Agriculture-agribusiness, trade, kosher products, maritime transport can be realized.
- d. *Pesantren* education system did not keep students with the realities of life
 - e. Process daily. students should blend with the community conditions facing education *pesantren* prepare students to contribute to the surrounding community, in this case clerics and teachers, governess have a very important role. For material that refers to the IMT-GT program can cooperate with the relevant authorities or institutions of Higher Education in the region around.
 - f. *Pesantren* educate students by example, habituation real action of clerics and governess daily *Pesantren*.
 - g. *Pesantren* also provide contextual learning to his students.

III. CONCLUSION

IMT-GT program is aimed as an effort to promote a growth area based scheme sub region trilateral cooperation that focused on investments, technology transfer, production cooperation and the use of natural resources in Thailand, Malaysia, and Indonesia to promote the economy and welfare of society. Over time economic growth in the province IMT GT is the lowest among other countries. his is due to the Human Resources community of the IMT-GT region of Indonesia is not ready and does not understand the face of the program of IMT GT. So the need for a breakthrough system of education can increase knowledge and quality people in 10 provinces that are members of the IMT-GT. *Pesantren* education system seen as appropriate for overcoming problems. Because the schools system do not require teachers a lot, but there needs to figure be a role model and that knowledge can be transferred directly by learners commonly called religious scholars (cleric), in addition to the system of *Pesantren* schools with residence learners in schools would facilitate the monitoring the students, and closeness between *Kyai* (cleric) with students. As well as curriculum schools are not bound by the government curriculum that can be adapted to the needs of learners. Additionally at this time the change of paradigm that schools not only teach the knowledge of Islam but also teach other disciplines in accordance with the conditions of the local potential. If today the local potential side of the border IMT GT is related to the development of tourism, trade, transportation, marine, agriculture and agribusiness, kosher products, then the students as learners can also be equipped with an understanding of the terms and understand the strategy of what to do for the community side of the border to accommodate the GT IMT program, instructor or mentor can be drawn from business, government or academia. So that when human resources are ready and know what needs to be done, the progress of the economy is expected to increase. This *Pesantren* school learning model can also be applied to those of other faiths. As the region of northern Sumatera.

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