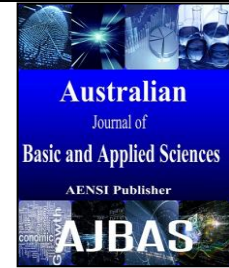




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Education Management Analysis of Sayid Idrus Bin Salim Aljufri to Develop Education Institutions (1930-1969) (Case Study on Education Institute Alkhairaat Palu-Indonesia)

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ABSTRACT

One of important factors to affect development and progress of an educational institution is managerial ability of education institution leader. This study aim is to describe the portrait of educational management at Sayid Idrus bin Salim Aljufri to develop education institutions. This study uses a qualitative approach. Data collection methods are observation, in-depth interviews and documentation. Data were analyzed with data reduction, presentation and verification. A research result shows that Sayid Idrus bin Salim Aljufri is a person who has a broad understanding in management, including the education management. It is shown by his ability to develop education institutions to implement managerial functions of education management in planning, organizing, implementation and evaluation and monitoring. Application process by Sayid Idrus bin Salim Aljufri is adaptation process according to conditions and educational challenges in future.

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INTRODUCTION

Indonesia education development cannot be separated from intellectuals and scholars with an important contribution in pioneering, fostering and developing education institutions for public education and Islamic education (Patoni, 2007: 253, Suwito, 2007: 19). Muslim clerics and scholars have been established various education institutions in Indonesia, among others are Student Park in Yogyakarta, Adabiyah School, Sumatra Thawalib, Association of Tarbiyah Islamiyah, Muhammadiyah, Tebuireng Boarding School, *Madrrasah* Islamiah Jakarta and so on (Yunus 1984).

Many Muslim clerics and scholars establish and develop education in eastern Indonesia. One of them is Syech As'ad in South Sengkang Sulawesi to establish establish *madrrasah* (religious schools and public) of As'adiyah in 1931, at Palu of Central Sulawesi Palu. Sayyid Idrus bin Salim Aljufrie also established Alkhairaat education institutions in 1930 (Yunus, 1984). Sayid Idrus bin Salim Aljufrie later become a great leader at Palu of Central Sulawesi and entire region in eastern part Indonesia. He is known as a great scholar, educator, community and also old teacher. This means that he is first and foremost teachers at Palu of Central Sulawesi (Yango, 2013: 23). Sayid Idrus bin Salim Aljufrie is the founder and principal pioneer of Alkhairaat

education institutions in Indonesia and has successfully developed Alkhairaat education starting from the Elementary School up to Higher Education (University) just within two decades (1930-1956).

Sayid's success to develop K. Alkhairaat does not happen naturally but is supported by a concept and practice of effective management of his leadership. Strategy and proper management practices can show the form of organizational management as a whole organization (Nurdin, Stockdale, & Scheepers, 2012). Strategy and management of effective Sayid Idrus has brought Alkhairaat to get support from all communities and local government, both at provincial and even in rural districts. Therefore, main problem in this research is how the portrait the educational management of Sayid Idrus bin Salim Aljufrie to develop Alkhairaat education institutions at Palu of Central Sulawesi, Indonesia.

Research Methods:

This study focused on Education Management Figure of Sayid Idrus bin Salim Aljufrie to develop education in Indonesia. Management figure concerned is how managerial functions implementation of Sayid Idrus bin Salim Aljufrie to develop Alkhairaat education at Palu of Central Sulawesi, Indonesia.

This research was done at Palu city of central Sulawesi and surrounding areas of Alkhairaat education center, using a qualitative approach. Data collection methods used are observation, in-dept interview and documentation. Observation techniques is used to observe evidence the development of Alkhairaat Islamic education in various places and regions. Interview is used to capture data as much as possible from informants, namely his immediate students were still alive, religion and society figures who has proximity and knowledge of Sayid Idrus bin Salim Aljufrie when leading Alkhairaat education (years 1930-1969). Interviews were conducted by "snowball sampling" to a number studies of documentation poems of Sayid Idrus bin Salim Aljufrie in form of manuscripts, clippings magazines and newspapers that wrote about Sayid Idrus bin Salim Aljufrie and Alkhairaat education since 1956 to 1998, as well as official documents of Alkhairaat like Statutes and Bylaws of Alkhairaat.

Data validity test is done by triangulation of sources and methods. Data were analyzed by method of Miles and Huberman (1992: 54). Qualitative data analysis techniques can be done in three cycles of activity within one unit (interconnections). (1) Data reduction is a form of analysis to sharpen, classify, directing and discard unnecessary data, to organize data to makes in final conclusions and verification. (2) Data presentation is done through the preparation of information in a systematic way in order to be understood its meaning. According to Miles and Huberman (1992: 135), data presentation purpose is to find meaningful patterns and provide possibilities their conclusion and taking action. This research presents data by narrative description. (3) Conclusion is to draw conclusion then verified by reviewing the field notes and discussion with colleagues in order to obtain inter-subjective agreement to obtain a firm conclusion (Miles and Huberman, 1992: 146).

Basic concepts and management education limit:

Basic concept of management has long been applied in a wide range of organizations both companies, government organizations as well as educational. Organizational management need independence and cooperation as strategies in management activities and developing cooperation to create an effective innovation (Nurdin, Stockdale and Scheepers, 2014: 3). This shows that basic concepts of management together is used management of elementary education and Islamic education organization, although in practice it needs adjustments in accordance with organization characteristics.

Management is regulation activity to manage and empowering all potentials to achieve organizational goals effectively and efficiently through the activities of planning, organizing, actuating and controlling. According to Terry (1988:

79), management is a typical process of planning, organizing, and monitoring or controlling to determine and achieving the goals set through utilization of human resources and other resources. Management also means the efforts to achieve the goal through the activities of others, so the manager coordinate or others actions through the planning, organizing, placement, mobilization and control (Koontz, O'Donnell and Wehrich, 1984: 7). Management can also mean as the special needs of all institutions from the smallest to largest, because every organization requires managers to perform certain work includes planning, organizing, integration, measurement and development of others (Drucker 1977: 12).

Furthermore, researcher uses theory of Terry (1988: 78) and Koonzs, O'Donnell and Wehrich (1984: 7) to explore the research problem. Management is moving from the planning process, organizing, mobilization and supervision or controlling by determining the goals through utilization of human resources and other resources. Management as a process of stages that have to be done to achieve the goals set. Similarly, in context of educational management, management functions need to be done such as planning, organizing, leadership and supervision (Grace, 2013: 29). Gorton (1976: 83) sees management as the methods used by administrators to perform certain tasks to achieve goals through planning, organizing, leadership, evaluation and supervision.

Education management limit operationally is proposed by Suryabrata (2004) as follows. (1) Management education is a form of cooperative education personnel to achieve educational goals, (2) Management education is a process of organizing education cycle starting from planning, followed by organizing, directing, implementing, monitoring, and assessment of school effort to achieve the objectives, (3) Education management is an effort to make the management of education system, (4) education management is to lead activities, decision-making and communication in school organization in an effort to achieve educational goals. According to Huang (2011: 49) there is a close relationship between the rights to formulate goals with learning outcomes obtained. This shows that effective management can facilitate the achievement of educational goals.

Overview Of Sayid Idrus Bin Salim Aljufrie:

Sayid Idrus bin Salim Aljufrie born in Taris, a city located around 5 km from Saiwon City, capital city of Hadramaut province in South Yemen State, on Monday the 14th Sha'ban 1309 H, equal with 1889 M. His father's named is Sayid Salim bin Alwi Aljufri (Sulaiman, 1988, Yanggo, 2013), a great scholar of his era that influential and respected by everyone because having high charisma.

Sayid Idrus grow and thrive under the direct care of his father in Hadramaut (Yanggo, 2013). At that time Hadramaut is one area that became the basis of Islam among some Muslim areas, and target of British colonialists. It makes citizens consistent with Islam values as the scholars feel continuously challenged to maintain sustainability of Islam teachings and country's sovereignty. In such an atmosphere Sayid Idrus grow as a young child that consistent with Islamic tenets with a situation where he has much to learn to continue the struggle for future Islam and country's sovereignty (Tangkaderi, 1993). This condition has affected much of his life in future. This condition had forged himself and his personality, so he grow as one of characters in Hadramaut to fight against British colonial (Lahuda, 1970), both to uphold Islam and country's sovereignty. This background become one reasons for him to continue his fight in education and propaganda in Indonesia (Yanggo, 2013: 22). His perseverance against British colonial, either directly or through diplomatic struggle, makes him become him become one who should be killed by a British colony.

Sayid Idrus bin Salim Aljufrie then decided to leave Hadramaut and move towards Indonesia. For him Indonesia is a country that would be able to develop its struggle for propaganda and develop education. His grandmother's lineage (Cambay 1991: 22) comes from Bugis of South Sulawesi, Sengkang Wajo and have blood ties to royal family of Matoa Riwajo. Therefore, it can be said that although Sayid Idrus was born in Hadramaut Yemen but he is also a descendant of Indonesian nation. According Cambay (1991), his decision to continue the struggle and his message to Indonesian education is a strategic decision, because he is also a son of Indonesia.

Pedigree of Sayid's father comes from Aljufrie. He is one of branches of Ba'Alawiy family, offspring of great scholars and still have lineage to Ali bin Abi Talib's, husband of Fatimah of prophet daughter and becoming fourth caliph of *Khulafaur Rasyidin* (Sulaiman, 1988, Tangkaderi, 1993, Yanggo, 2013).

Detail pedigree can be seen in pedigree below (Sulaiman, 1988: 5).

- | | |
|--------------------|-------------------------|
| 18 . احمد | 1 . على بن ابي طالب |
| 19 . محمد | 2 . حشش |
| 20 . على | 3 . على زين العابدين |
| 21 . محمد | 4 . محمد الباقر |
| 22 . ابوبكر الجفري | 5 . جعفر الصادق |
| 23 . علوى | 6 . على العريض |
| 24 . عبد الله | 7 . محمد النقيب |
| 25 . محمد | 8 . عيس النقيب |
| 26 . عيدروس | 9 . احمد المهاجر |
| 27 . سالم | 10 . عبد الله |
| 28 . حسين | 11 . محمد الفقيه المقدم |
| 29 . عبد الله | 12 . على |
| 30 . علوى | 13 . محمد |
| 31 . سقاف | 14 . على |
| 32 . علوى | 15 . علوى |

- 16 . محمد
17 . علوى
33 . سالم
34 . عيدروس

His offspring from several marriages replace and continue the struggle after Sayid Idrus died. His son Sayid Muhammad bin Idrus Aljufrie replaces him and died in 1975. He was replaced by his son Sayid Saqqaf bin Muhammad bin Idrus Aldjufrie (grandson of Alkhairaat founder) until today.

Sayid Idrus is a great figure and phenomenal in eastern Indonesia not only because he was a great scholar, but his success to establish and developing the Alkhairaat education to spread throughout Indonesia, especially Sulawesi, East Kalimantan, Maluku and Papua (Yanggo, 2013: 23). Indonesia Republic government in 2011 awarded him the title of national hero for his services in field of education.

Management Education Portrait Of Sayid Idrus Bin Salim Aljufri In Developing Education:

Sayid Idrus success to develop education in Indonesia has been starting from the first pioneering of Alkhairaat education 1930 until 1969 before his death (Yanggo, 2013: 23). It cannot be separated from his reliable managerial skills. Sayid Idrus managerial pattern in pioneering and developing Alkhairaat education is very important to be used as a starting point. This phenomenon makes him become agents of history and part of history of experiencing growth and dynamic. It is apparent in its policies (Midu, 2010, Yanggo, 2013). Leadership of Sayid Idrus is a form of transformational leadership (Midu, 2010: 182). Management steps of Sayid Idrus one was explained by his students Prof. Dr. H. M. Noor Sulaiman in an interview:

"In establishing and developing Alkhairaat education institutions, Sayid Idrus start with careful planning to coordinate all related elements such as religious leaders and communities in Wani and Palu. He collect, select and recruit students (organizing), then open the *madrrasah* at a predetermined time (Implementation of education). He also always conduct evaluation and supervision of students who have been educated in Alkhairaat education periodically as a form of accountability of learning outcomes followed "(Interview, May 2009).

Education Planning:

The early history of Sayid Idrus bin Salim Aljufrie was the opening of education institutions at Palu, Central Sulawesi. It was inspired by invitation and request of Islamic community from Wani (a district with about 10 km north of Palu City). Through the mediation of their siblings Sayyid Syech ibn Salim Aljufrie who had earlier been to that area, he became an intermediary for arrival of Sayid Idrus bin Salim Aljufrie at Palu (Lahuda, 1970, Sulaiman, 1988). According to one student of Sayid Idrus bin Salim Aljufrie, KH. Nawawian said that:

"Simple attitude (*mutawadhi*) is shown by Sayid Idrus and his depth knowledge make people interested and asked him to be able to settle at Palu, Central Sulawesi, and subsequently he established education institutions /*madrasah*" (Interview, April 2010).

A similar sentiment was expressed by Ma'ud Lahuda in Kiblat magazine (magazine, 1970 10 year XVIII) as follows:

"Alkhairaat *madrasah* initially will be built at Wani, but due the pressure of public and Arab worshipers at Palu that cannot be stopped again, finally he moved to Palu, together with all the preparations in form of benches, and registered prospective students (Document clipping, 1970)."

After preparing all *madrasah* needs, right on 11 Muharram 1349 H, equal with June 30, 1930 AD, Alkhairaat education at Palu, Central Sulawesi, officially opened (Yunus, 1984: 331, Yanggo, 2013: 23). Sayid Idrus bin Salim Aljufrie has planned the terms and completeness as an educational institution/*madrasah* before opening.

Some statements above shows that Sayid Idrus bin Salim Aljufrie understand true concept of a management plan. His steps to set up education institutions were begun with establishing intensive communication with all parties, especially the people who support the idea. Then the students were also been selected before inauguration (launching) of Alkhairaat education institutions. Planning is an essential element in an effective management plan. It will cause an effect on yield and quality targets expected (Arsyad, 2011: 36).

Development planning of further education was done by Sayid Idrus bin Salim Aljufrie in form of publication (promotion) the *madrasah* to public through propaganda activities (Yanggo, 2013: 27, by giving *da'wah* as well as introducing Alkhairaat *madrasah*. Preaching principle is *amar ma'ruf nahi al-munkar* (inviting to the good and avoiding the cruel), without offensive to certain groups, including groups from other religions, is the main attraction for people to accept his concepts and ideas.

Education Organizing:

Education organizing system was done by Sayid Idrus bin Salim Aljufrie through following way.

Organizing the Admission:

Sayid Idrus bin Salim Aljufrie has strategy to recruit students of education institutions by organizing potential of specific groups of people such as; (1) aristocratic society (community leaders, traditional leaders), (2) wealthy community and (3) the poor. Poor student get his special attention. All poor children exempt from tuition and boarding fee (Document II Harian Manado Post, June 5, 1989). This strategy is intended to make Alkhairaat education institutions easily be recognized by all levels and strata of society. Every graduate from

Alkhairaat education institutions would later reassigned to nurture and teach at school in their respective regions.

Prof. Dr. H. M. Noor Sulaiman said that "Organization strategy to recruit students was also performed by Sayid Idrus through region and area classification. For little market area, Sayid Idrus recruit and bring new students as representatives from each region and areas he visited. It makes Alkhairaat education institutions can quickly be known and expand to all regions and Sulawesi Central (interview, May 2009). Sayid Idrus coordinate with religious leaders and traditional leaders to get student who can represent the area to be educated in Alkhairaat. A student of Sayid Idrus, Drs. KH. Sofyan Lahilote, MH, explains as follows:

"When Sayid Idrus bin Salim Aljufrie come to Manado, one of relatives of his father proposed to old teacher in order that Sofyan Lahilote can be accepted by Sayid Idrus to study at Palu. Sayid Idrus silent ... then his father relatives was declared on Sayid Idrus that Sofyan is a child who can represent Gorontalo, so that there are also children who learn in Alkhairaat Palu. Therefore, Sayid Idrus receipt and bring Sofyan to Palu to study at Alkhairaat "(Interview August 2013).

Strategies and approaches to recruit students from much representation of regions and territories make Alkhairaat education can be quickly recognized and spread to various places. It make easier to coordinate these areas. Coordination in management is very important (Sulistiyo, 2014: 2). Failure of a program is likely to occur when there is no coordination or weak coordination (Sumarno, Tohani and Hiryanto, 2013: 221). Coordination makes students recruitment system more effectively and efficiently. This system also makes Sayid Idrus as a managerial understand educational community needs. Alkhairaat education institutions constantly get more students from year to year (Midu, 2010: 177). This system creates representative from each region who sent their representatives to study at Alkhairaat education institutions every year.

Learning organization:

Prof. Dr. H. M. Noor Sulaiman said that "Sayid Idrus in managing education institutions always organize students based on age and study groups age. Likewise, formulation of subject matter to be taught was classified from child's age "(Interview, May 2009). For example, students below 15 years old are not allowed to read an Ihya Ulumuddin books by Imam Ghazali (Sulaiman, 2000). Similarly, students below 10 years old was not been taught a lesson thahara, marriage and problems of Sufism. Islam teachings as a perfect law doctrine and teachings emphasize a need to deliver Islam materials that adapted to student age (Ridwan, 2012: 313). Dr.KH. Abd. Bashir Mardjudo as student of Sayid Idrus explains as follows:

"I saw directly Sayid Idrus admonish one teacher of KH Rustam Arsyad who teaches Sufism in class I, which according to Sayid Idrus the Sufism was not suitable to be taught to students in grade I *Aliyah* (senior high school) because student's ability and soul are not ready ... "(interview, August 28, 2013).

Primary consideration of Sayid Idrus is based on approach to educational psychology and child development. At that age, children do not have a strong mental endurance to digest material of law application and inner practice, and is still difficult to distinguish between rational and emotional (Moore and Parker, 2009). Therefore, an understanding of students characteristics become an important requirement to prepare teaching materials (Rusmawan, 2013). Sayid Idrus ability to organize learning materials based on student's age and abilities show that he is an education manager and good teacher. He is able to understand correctly the basic theory of education and learning management. Learning managers need to understand how best to find the students needs, both individually and collectively as well as the diversity of students as a challenge that can be addressed successfully (Rudiyati, 2013: 297).

Sayid Idrus was also performed education organization in learning system. There are two approach used. *Turath* is an approach to individualize learning by examining the yellow books and *rohah* is an approach to examine the books and certain books in circular groups (Fuaduddin, 2008). *Rohah* system is also classified into two groups, namely *teacher's rohah* and *rohah* specifically for students (Patoni, 2007: 249). According Raharjo (2005: 17), *rohah* system is main learning system in boarding education institutions. According to Davies (1992: 32), organization element in education and learning is one important things in managerial functions of education and learning. Organization is a grouping of people effort within an organization in order to cooperate in achieving the objectives set (Suprihanto, 2012: 54).

Institutional Organization:

Alkhairaat education institutions were established by Sayid Idrus bin Salim Aljufrie at 1930. Second decade undergone many developments and has many branches in various regions in Central Sulawesi and South Sulawesi. Generally, branches in various regions continue to be opened. It makes him to create Regional Board (PD) and Branch Board (PC) in each region and areas, ranging from provincial to district level. First Alkhairaat education conference was held at Palu of Central Sulawesi on January 21 to August 25, 1956. It was attended by all Alkhairaat representatives from each region and area (Document II- Alkhairaat Conference Decision, 1956). First congress generate stewardship composition as follows: President PB Alkhairaat Center: Sayid Idrus bin Salim Aljufrie, Chairman: S.

Abd. Rahman bin Syech Aljufri, First Chairman: Chairman Mahfud Godal II: H. Rustam Arsyad, Secretary General / Secretary General: Z. Abidin Betalemba, Secretary I: M. Nawawian Abdullah, Secretary II: Sujudin L. Maradjati, Treasurer I: Mubarak Himran, Treasurer II: Alwi Intje Ote. It is equipped with 8 (eight) commissioner (Document V; AD / ART Alkhairaat, 1956). Furthermore, every five years conducted Alkhairaat conferences until now.

Sayid Idrus create institutional organization of Alkhairaat education system based on need for services to Alkhairaat education development which continues to grow and develop in different areas and regions. It also meant that establishment of education institutions belong to all people, especially Islamic community whose children participate in Alkhairaat education. Continuity of Alkhairaat education institutions become responsibility of all parties. According to Nurdin (2014), organizing become an important strategy and main requirement to coordinate effective results in order to harmonize the coordination and cooperation of an organization.

Education Implementation:

Data about implementation of Alkhairaat education system, especially in lifetime and leadership of Aljufri Salim bin Sayid Idrus (1930-1969), is result of research interviews with Prof. Dr. H. M. Noor Sulaiman PL that that "for beginning of Alkhairaat establishment at 1930, lesson is purely religious studies with Arabic as instruction language. Few years later, with a new general studies, education system implementation used are *khalaqah* and classical system" (Interview, 2009).

Early implementation of education institutions system in Indonesia, especially those characterized by boarding, is developed from two educational systems, namely the modern education system (classical) and traditional education system (*khalaqah*) which is approach of non-formal education (Midu, 2010, Anwar, 2013, Yanggo, 2013).

Islamic education institutions still orient to boarding school. Education management tends to combine the above two educational systems, systems of *khalaqah* and *madrasah* (classical). Exploration of religious science tend to use the traditional system / *khalaqah* (Soeryopratondo, 2006: 8), where the students were sitting on a chaplain read the book. Being subjects of a general nature taken through the classical system (Saridjo, 2009: 30). Although at beginning of development of general boarding lessons are rarely taught and generally use Arabic as the language of instruction. But because of times and needs in education gradually entered too general subjects as subjects remained.

Khalaqah system:

According Rahardjo (2005: 35), *Khalaqah* system is a form of teaching where the teacher (*kyai*) is surrounded by a number of students who sat cross-legged to teach books/specific books. Usually between one student and other read different books title and type.

Sayid Idrus bin Salim Aljufrie considers that *khalaqah* system is an effective system to be used as a learning model, because the system does not require specific classroom to learn. He can also give a place of learning where any instance when he was in his home, in mosque or place him praying, his students can bring the book and read it in front of him.

Although it is traditional system, but viewed from the effectiveness and quality students produced by Sayid Idrus, at early of opening they at sufficient quality education. Therefore boarding-based Islamic education usually maintain intellectual tradition and educational system with *khalaqah* system (Fuaduddin, 2008: 6). First education results of Sayid Idrus with these *khalaqah* systems determine the survival of Alkhairaat educational development. Sayid Idrus bin Salim Aljufrie call first graduates of Alkhairaat called as " taariahklA ro " ب ل كورة ال خ ير ات" pioneer (Sulaiman, 1988; 13).

Khalaqah system is still considered as an effective way in learning system of Islamic education. Until now the system is still maintained, especially to students and boarding students in Alkhairaat dormitory complex. At school hours, students are still learn in according to curriculum set, then after returning to boarding they are required to learn in form of reading the book or books to determined *kyai*. It is implemented after *maghrib* until *Isha* pray, and after the dawn pray until just before going to school.

Classical system.

Classical system is often also referred to as a modern teaching system. In this system the students learn some kind of lesson in hours that have been determined and sat wear benches, chairs and tables (Hand, 2008: 99). After completing the course material at specified time, student can move the class to a higher level. This system was introduced by colonial. Indonesia originally calls it as colonial education system (Steenbrink, 1986: 24).

Sayid Idrus bin Salim Aljufrie combines *khalaqah* and classical system. Furthermore, in 1950 the classical system developed by K. bin Sayid Salim Aljufrie into two types of education, namely education system to promote more religion study (Islamic schools) and an education system that more orient to general subjects in addition to religious subjects (General Schools). Khalil (2009: 117) said that Islamic scientific knowledge should not make dichotomy between religion and non-religion science. According to Anwar (2013: 23), adult

education is mostly based Islamic boarding schools have adopted a more moderate the formal classical system (integrated curriculum). This means that classical system implemented both for religious and public schools. For more details of classical system developed by K. bin Sayid Salim Aljufrie is described in detail below:

1. Religious schools (*madrrasah*):

This education type has education level and orientation consists of: Elementary School (MDA), Yuniior School Level (MTs), Senior School (MA), boarding schools level. Boarding education takes place entirely within Islamic Schools to receive guidance directly from *kyai*.

2. Public schools:

Alkhairaat education has following Public schools: Kindergarten (TK), Elementary School (SD), Junior High School (SMP), Senior High School (SMA / SMK), and University (PT). Public schools, in addition to general subjects taught, also given religious instruction to make graduates are not only able to go to university or community college, but also able to move on to Islamic College like UIN / IAIN / STAIN and so on. Some people consider that classical system is part of boarding school system modifications to respond to and accompany the progress of modern education in Indonesia (Asse, 2012: 66). But Islamic education that develops the classical system in fact still make boarding serves as a dormitory (boarding), while the activities of science and learning are not solely based on intellectual and scientific tradition of boarding (Fuaduddin, 2008: 7). Implementation of *khalaqah* education system has been initiated by Sayid Idrus bin Salim Aljufrie that combined by classical system and until now is still maintained by Alkhairaat Executive Board (PB).

Education Evaluation And Supervision:

Supervision or evaluation is aimed to make implementation process can be done in accordance with plan and taking corrective action for deviations (Hasibuan, 2011: 23). Supervision in education is to find out what is happening at field, checking the behavior of educational personnel in carrying out their duties, including the achievement of education, work methods used, how to manage money, timeliness, morale and so on (Pidarta, 2008: 37).

Education evaluation and supervision was conducted by Sayid Idrus bin Salim Aljufrie as stated one of his students named Prof. Dr. H. M. Noor Sulaiman as follows:

I have seen that evaluation system is conducted by Sayid Idrus bin Salim Aljufrie in three following forms: (1) evaluation of education implementation, (2) evaluation of teacher's performance and (3) evaluation of student learning outcomes (interview, April 2009).

An evaluation of education implementation was done by Sayid Idrus bin Salim Aljufrie through or visit to Alkhairaat branches in regions, called as safari wagon, because he go to a Alkhairaat at regions always use the wagon vehicle (Document VI; *Safari gerobak sapi* in Amanah magazine No. 103 Date June 15, 1990). *Gerobak* (wagon) is a traditional freight wagon made of wood and pulled by two oxen is commonly used by rural communities in Palu region and central Sulawesi.

One of his students named Drs. KH. Dahlan Tangkaderi said that "in this evaluation and supervision, he asked various things about the implementation of education and then provide solutions and motivation to board to raise cooperation with all parties, especially the local community to make Alkhairaat education can be concerned by community "(Interview of April, 2011).

Prof. Dr. H. M. Noor Sulaiman said that "evaluation of teacher performance is done by Sayid Idrus done with rotation system and mutation. Teachers some time teaching at a place and then moved to other areas, especially the newly open area of Alkhairaat education. Furthermore, they replaced by other teachers, especially new teachers graduated from Alkhairaat. Sayid Idrus also evaluate the quality of teachers by improving quality through providing guidance directly or by providing opportunities for teachers to read a book or reading books for Sayid Idrus bin Salim Aljufrie when visited" (Interview May 2010).

Evaluation is fundamental in education system because student learning progress can be measured over time (Glogger and Schwonke, Holzapfel, nuckles and Renki, 2012: 452). Evaluation also become a way to measure the competence of teachers in teaching both in skills, knowledge, attitudes and motivation to get a thorough overview of learning situation (Kunter at all, 2013: 807). Evaluation of learning achievement of his students was done by Sayid Idrus bin Salim Aljufrie in three forms namely; evaluation is done quarterly, evaluation conducted at end of year and evaluation when students go back to community, whether it acts as a preacher or educator (Sulaiman, 2000). Third evaluation is regarded as the toughest evaluation because the evaluation result is obtained by Sayid Idrus through public appraisal. If a students who are sent into community to teach and preach or lead the community and considered to have been success, then he has succeeded in evaluation (Interview, 2009). Although this evaluation model is unique and requires a long process, but for Sayid Idrus bin Salim Aljufrie this evaluation form is considered ideal because it is most real and objective assessment system.

Related to evaluation model in modern education, the third evaluation similarity with Field Work Experience in Universities or similar dual education system, education to combine theory and

practice or apprenticeship system (Hadith and nurhayati, 2014: 44). But evaluation model of Sayid Idrus bin Salim Aljufrie still a bit complex and certainly has a high degree of accuracy because the time and duration of assessment has no time limit.

Conclusion:

Sayid Idrus bin Salim Aljufrie is one of great scholar and educator. He has powerful managerial concepts to develop education in Indonesia. This is evident from his ability to perform managerial functions such as planning, organizing, implementation and evaluation/supervision.

Sayid Idrus makes educational planning process from planning to open *madrasah*, infrastructure to be used until the grand opening. Process to organize education is ranging from organizing in new students recruitment, learning, until the institution. Implementation of education process is done by combining the two education systems of *khalaqah* and classical system. Process to evaluate and monitoring of their education was carried out in three forms namely evaluation and supervision of education implementation, evaluation of teacher performance and evaluation of student learning outcomes. With education management capabilities possessed, Sayid Idrus makes Alkhairaat education grown rapidly throughout eastern Indonesia, and has made a significant contribution in development of Indonesia education, particularly in development of qualified human resources. For services and its critical role in development of education in Indonesia, in 2011 the Government of Republic of Indonesia awarded Sayid Idrus bin Salim Aljufrie as a national hero.

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