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Learning Organization (Lo) Madrasah Aliyah Boarding School Based In Province Of Bangka Belitung Island

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Abstract

This research is conducted in MA boarding school based in Bangka Belitung, the research object consists of three objects, such as MA Al-Islam Kemuja, MA Nurul Ihsan Baturusa dan MA Daarul Arofah Belitung. The general purpose of this research is to find out the implementation of five components of learning organization in MA boarding school based. The research approach in this research is qualitative. The research founding shows that several important issues regarding the components of learning organization in MA boarding school based. First, personal mastery component, always being discipline to develop the best form of MA boarding school based itself. Deepen the personal vision continuously, focusing the energy, developing the awareness and noticing the real/fact objectively. Second, mental model component, effecting to the forming, determining and effecting the vision, attitude, making decision and personal or institution action to achieve MA boarding school based which is responsive and sensitive toward the change. Third, shared vision component, Ma boarding school-based build the shared vision, rise the spirit and motivation of Madrasah member leading to better management of MA in all aspects. Fourth, team learning component, Ma boarding school-based attempt to make program and create the effective and efficient cooperative team learning by involving teacher, students and stakeholder of Madrasah. Fifth, thinking system component, Ma boarding school-based build the synergy of MA stakeholder in scalable and simultaneous activities in every semester, such as performing art Festival and show the skills of student activity units, such as standup comedy, dance and singing and student bands, and martial arts, as well as confide in with MA leaders.

A. Introduction

Madrasah Aliyah (MA) boarding school based is an organization as an open system and always changing. The goal of change is to create an organizational system that is able to live and thrive. The reasons why learning Organization (LO) is so relevant; First, match to the era of information faced, where the change becomes something constant. Second, the information era, organizations rely more on knowledge in building competitive advantages. Third, it has not been fully transformed and development of LO towards better MA boarding school based.

Madrasah has had a very rapid development from the beginning of the 20th century to the current, both quantitative and qualitatively. Quantitatively Raudhatul Athfal (RA) reached 29,842, Madrasah Ibtidaiyah (MI) reached 25,593, Madrasah Tsanawiyah (MTs) reached 18,176 and Madrasah Aliyah (MA) reached 8,807 madrasahs. Qualitatively, academic achievement in the field of religious madrasah is superior compared to public schools at various levels of education. But academic achievement in general subjects, madrasahs are not yet equal to public education (Dede Rosyada, 2017:20)

Madrasah which is a place to educate the Islamic generation is a LO. Therefore, education students should have a desire to move forward and develop to create something new. This is reinforced by Senge's opinion that LO as a group of human beings is constantly pushing its capacity to create what they want to create". (Budihardjo, 2017: 90) LO manages knowledge both tacit and explicit and encourages organizations to be able to perform highly through organizational learning processes. According to Ahmad (2013:56) quoting Weldy's opinion that being a learning organization and improving training transfers can be important factors that need to be improved, such as learning, managing knowledge well, making improvements in individuals in organizational performance and maintaining a competitive advantage in volatile markets.

LO has several components that are interconnected with each other and are inseparable. These components should exist in a learning organization such as madrasahs. Peter Senge (2006:21) in this case mentioned that the essence of LO is The Fifth Discipline, the five disciplines are: system thinking, personal mastery, mental models, shared vision and team learning.

The phenomenon of madrasah retardation can be noticed from madrasah graduates that are less skilled and not appropriate with the purpose of education and are not able to socialize with the community properly, for example madrasah graduates do not understand about Islam, can not study the Qur'an and so on. Madrasah problems are not only from students but involve all components of education including the lack of professional teachers or curriculum. This phenomenon has certainly been thought by Islamic education experts to improve the quality of madrasah education. This intention certainly needs to be supported by all parties, especially the Islamic community either in terms of thought or funding. So to eliminate the impression in the community that madrasah is not a second-class education is not an easy matter. The impression of slums, retards and marginals may be more fittingly pinned to madrasahs at the beginning of the emergence of part of the national education system.

Some of the weaknesses that madrasahs fundamentally have, include: a. Structurally, the policy pattern of madrasah implementation tends to be centralistic. Almost every matter is centrally regulated and controlled, ranging from the management system of the institution to the technical management of learning. So the term "autonomy of pedagogy is destroyed", due to teachers only act as operators. b. Managerially, the system of appointment of educators who are not yet professional and still meaningfully dependent, this situation tends to affect the development process of madrasahs. Similarly, the appointment and coaching of the headmaster as a central figure in his school. c. Financially, madrasahs in this position are still very deficient. The government's attention is not optimal when compared to other public schools. The situation has been going on until now. d. Potentially, empowerment of new community participation in the interest of financial support and limited through BP3, while other educational resources are still not optimally touched for education providers. E. There is no organization that fights sincerely for the benefit of madrassas in general. (Hawi, 2008: 66).

As a result of this negative treatment, madrasahs face difficulties and are isolated from the currents of modernization. This discriminatory attitude resulted in madrasah education being pushed into the property of rural communities. Madrasah education has been sidelined from the national education mainstream. As a result, madrasahs as newcomers to the national education system tend to face various obstacles, both in terms of the quality of education, management, and curriculum. (H.A.R. Tilaar, 2000: 164).

On the basis of the very complex madrasah phenomenon that has been presented above, the academic reasons for reviewing this research are: 1) madrasah education has the indications of low quality, both human resources and graduates, 2) madrasah education becomes the second caste in the public view, and 3) the concept of LO presented by Peter Senge with five aspects, including Personal Skills (Personal Mastery), Mental Model (Mental Models) , Share Vision, Team Learning and Thinking System are also able to provide solutions for MA boarding school based in Babel to go to madrasahs that is superior in various aspects. Besides, the result of research that has been carried out by scientists and researchers before that how important of LO in the management of an organization is. Or in other words why should LO. First, a match for the information era facing educational institutions today, where the change becomes a constant. Second, the information era, organizations rely more on knowledge in building a competitive advantage and Third, it has not been fully transformative and development of LO towards MA boarding school based. This phenomenon, become urgent for researchers to study the "Learning Organization Madrasah boarding school based in Bangka Belitung Islands Province" as a scientific study in the discourse on the development of madrasah education in Indonesia.

B. Research Method

Based on the problems and objectives in this research, researcher used descriptive method with qualitative approach analysis. It relates to the consideration of the data described in the form of reality that occurred in the research site. Qualitative method is a paradigm of event research, the behavior of people one thing certain circumstances of place in detail and in depth in the form of narrative (Lexy. J. Moleong, 2018: 6). This research uses qualitative approach, (Sugiono, 2018:9-10; John W. Creswell, 2017: 259-263, Nana. SS, 2011:60).

The method used in this research is descriptive method which is a systematic, factual and accurate depiction or giving of meaning regarding data (Sukmadinata, 2005:72; Surachmad, 2000:134) This method is commonly called the analytical method. The location of this research was conducted in Madrasah Aliyah boarding school based in Bangka Belitung, such as MA Al-Islam Kemuja Village, MA Nurul Ihsan Baturusa and MA Daarul Arofah Belitung in January 2020 to March 2020. The primary data in this research are The

Head of Pondok (Kyai), Head of Foundation, Head of Madrasah, teachers of Madrasah and Administration as well as elements of madrasah committee. Then the secondary data includes documents in the form of observation sheets, interview guidelines, portfolio documents from teacher and student worksheet products, anecdotal notes of researchers during the research process, evaluation sheets of teachers and students on activity programs and official reports.

Data collection technique is carried out by observation method, direct interview and documentation. The focus studied in this research is the application of Learning Organization (LO) to realize Madrasah Aliyah boarding school based which is superior in all aspects. Researcher based the LO discipline developed by Senge (2006: implemented in the organization, such as: (1) Personal Mastery, (2) Mental Model, (3) System Thinking, (4) Shared Vision, and (5) Team Learning. Data on LO application is collected by using observation, interview and documentation study and triangulation. The data analysis technique in this research is qualitative descriptive analysis technique. The purpose of data analysis in research is to narrow and limit the findings so that it becomes an orderly, organized and more meaningful data (Marzuki, 2009:87). Analysis is an attempt to find the answer to the question of the formula that has been compiled (Moleong, 2004:189). The type of analysis carried out is interactive analysis, consisting of four flow of activities running simultaneously (Miles and Huberman, 2002: 16), such as: "data collection, data reduction, data presentation and inference. Analysis of this data can be described in the form of the following chart:

C. Result and Discussion
1. Descriptive Analysis

Descriptive analysis is used to answer research questions in two forms of results, including first-reference to the focus of research on this research discussion, such as how the implementation of LO in Madrasah Aliyah (MA) boarding school based in Bangka Belitung Islands Province, as stated in the problem formulation in the introduction chapter. Then translate the five components through several applicative activities and easily implemented by involving all MA citizens by using the approach of applying the principles of learning organization discipline developed by Peter Senge. Researchers believe that Madrasah as a religious educational institution is one of the institutions that is thick with the principles of lifelong learners, i.e. the organization

that Senge described as doing the transformation process simultaneously and constantly learning how to create its future, only formed if individual members of the organization are willing and able to continue learning to make themselves an expert in the field of science. Both of the findings obtained by researchers at the time of the location of boarding school-based MA were subjected to this research.

The researcher's first finding summarize the discussion of LO from the five disciplines and how to translate LO in several implementative activities developed by Madrasah Aliyah based boarding schools in Bangka Belitung, as well as the findings as follows:

1. Implementation of Personal Mastery to achieve effective madrasah boarding school based in Bangka Belitung Islands Province. Personal Mastery, is learning to develop the potential, capacity, personal expertise of individuals in achieving the most desirable work, trying to continue to cultivate confidence, always want to know, observe reality objectively, develop patience and good personality, give initiative, create truly coveted results, have and love the mission carried. MA Islamic boarding school based in Babel develops PM discipline in the form of teaching activities, PAIKEM Learning Process, Curriculum Workshop, Educational Seminar, technical guidance and various forms of counseling about children.

2. Implementation of Mental Models to achieve boarding school-based madrasah that is responsive and sensitive to the changes in the Province of Bangka Belitung Island. Mental Models are images, assumptions and stories that exist in someone's own mind, the minds of others, institutions, on every aspect of the outside world. Mental models are very influential on shaping, determining, and influencing vision, attitudes, decisions, and actions. Changing someone's learning behavior can only be achieved if the learning is recognized and felt to be beneficial for his/her change. A person's mental model is very important to change his behavior continuously into a learner. Therefore, the organization should be able to continuously direct the mental model of its employees to always behave and act correctly. MA-based boarding school in Babylon. Implementing MM in the form of religious programs, such

as Commemorating PHBI and PHBN which are integrated into the cottage curriculum towards religious madrasahs in the implementation of madrasah management. The purpose of this activity is carried out to build confidence, cultivate the courage to show messages of kindness, become role model for madrasah residents generally, and get used to always acting and behaving correctly.

3. Implementation of Shared Vision to achieve visionary boarding school-based madrasah in Bangka Belitung Islands Province. A shared vision is a vision that is built together between members of the organization sincerely, because it reflects their own personal vision. A personal vision that is a mutual agreement needs to be built on the bonds of commitment within the group, to achieve the vision going forward. Ma-based boarding school apply (VB) in the management of institutions such as: Spreading the vision to madrasah residents by using strategies in print in the manuals, providing advice boxes, brand boards, written on the wall of madrasahs and meetings both internal and external.

4. Implementation of Team Learning to achieve boarding school-based madrasah becomes a place for quality organizational learning in Bangka Belitung Islands Province. Implementation of Team Learning to achieve boarding school-based madrasah becomes a place for quality organizational learning in Bangka Belitung Islands Province. TM leads to the principle of learning through the empowerment of different individuals' abilities to fill and complement each other. Therefore, in order for the principle of the learner organization to run effectively, there needs to be a sense of need for each other to be able to act according to the joint plan. MA Islamic boarding school based strives to create programs and create good teamwork effectively and efficiently by involving teachers, students and madrasah committees, this aims to prepare competent human resources, have discipline and responsibility both personal and group responsibilities, as well as build open communication, trust each other and the ability to solve problems together and make informed decisions through madrasah committee forums.

5. Implementation Thinking System (Thinking System) to encourage madrasah boarding school based systemic thinking in the management of learning organizations in the Province of Bangka Belitung Islands. MA Islamic boarding school-based builds synergy of madrasah residents in measurable and simultaneous activities every semester, such as art performances and performances from student activity units, such as stand-up comedy, dance and singing arts, and student bands, and martial arts, a discussion with madrasah leaders. This activity invites stakeholders and students to be involved in the committee, develop and disseminate proposals for assistance and participation of parents and the community in financing.

Organization is a system consisting of several sub-systems. Problems that occur in a sub system also affect other sub-systems. Therefore, organization should be able to observe and think thoroughly by related to all other sub-systems. MA boarding school-based builds synergy of madrasah residents in measurable and simultaneous activities every semester, such as art performances and performances from student activity units, such as stand-up comedy, dance and singing arts, and student bands, and martial arts, a discussion with madrasah leaders. This activity invites stakeholders and students to be involved in the committee, develop and disseminate proposals for assistance and participation of parents and the community in financing.

The second research finding obtained from the third subject of MA boarding school based is observed from several aspects, such as:

1. The History of MA Boarding School Based Establishment

The history of the three MA boarding school based establishment in Babylon as part of educational civilization in the land of rainbow warriors is very different. MA Al-Islam, the beginning of its establishment, from the Arab school founded by religious leaders in the village was carried out in people's homes. Then it developed into a boarding school. As for MA Nurul Ihsan Baturusa, the establishment started from the ideas of the community and religious elders in Merawang Village to establish a religious school, which was carried out in the afternoon. Initially, it was established using sdn facilities in the village. Then it developed

rapidly into boarding schools in the early five years of its establishment, now inversely proportional, even very ironic once almost eroded by the emergence of new educational models.

While the presence of MA Daarul Arofah is part of the sub-education system in Belitung. The History is unlike MA Al-Isalam Kemuja and MA Nurul Ihsan Baturusa started from Arab schools and religious schools, others have been in the form of management of boarding schools in which there is formal education from the level of MTs and MA.

2. Objective Condition of MA Boarding School Based

This aspect, the researcher found that the condition of teachers, education staff, the number of students, facility and infrastructure and curriculum. Based on the documentation data obtained by researcher from the five aspects above, there is a very significant difference, especially in the number of students. Ma Al-Islam has more number of students than MA Nurul Ihsan Baturusa and MA Daarul Arofah Belitung, therefore, impacting the number of educators and education personnel. Facility and infrastructure and curriculum are relatively the same. Curriculum using national curriculum and Islamic boarding school curriculum.

3. Institutional Manajement of MA Boarding School Based

In this aspect, the three madrasahs use a trilogy of management, such as foundation management, boarding school management and madrasah management. But the distinguish is at the level of implementation in the institution. MA Al-Islam in the implementation of foundation management is more dominant, the balance of Islamic boarding school management and madrasah management. The management of the cottage is led by a Kyai, but Kyai's position is not like Islamic boarding school in Java as a Power pesantren policy. This condition is different in MA Nurul Ihsan Baturusa, until the researcher took this data, structurally embraced the management trilogy, such as foundation management, Islamic boarding school management and madrasah management. But until the researcher took the data, Islamic boarding school is no longer led by a charismatic (Kyai), the leader of the

Islamic boarding school titled Kyai only existed in the five years of its establishment.

Meanwhile, MA Daarul Arofah, still adheres to the management trilogy, but the difference is, the chairman of the Islamic boarding school is still the central leader of policy making in determining the direction of the Islamic boarding school development in the future. MA management exists, but it is only part of the sub system, as well as the management of the foundation is created only for the benefit of the applicable administration in government.

2. The Concept of Theory Development of LO Peter M. Senge

The concept of learning organization was popularized by Peter M. Senge in 1990 through his work The Fifth Discipline, the Artdan Practice of the Learning Organization. Defining Learning Organization (LO) is an organization whose entire human resources conduct "learning" activities by continuously developing itself through changes in mindset, attitude patterns, and organizational behavior patterns in order to obtain maximum results (Petter M. Senge, 1994:3). This concept is used to answer the problems in this research.

To implement Senge's theory in the learning organization of five components, i.e., personal mastery, system thinking, mental models, shared vision and team learning that researchers have explained above, to facilitate in understanding, it is made in the operationalization of the concept as a reference in the application of madrasah LO boarding school based in Bangka Belitung Islands Province in the form of operationalization concept as in the following table.

Table. 1 Concept of operationalization

No	Variable	Components	Instrument
1.	LO	*Personal Mastery*	a). produce valuable work result for organization b). attempting to find the solution which is innovative in finishing the task c). Realizing that the action committed has an impact toward surrounding d). able to do all the duties given e). able to achieve the work's target
2.		*System Thinking*	a). the successfulness of a work unit effect other works units. b). using other people's reaction to improve our own action c). coordinating each other in running work operationalization d). a work unit cannot be successful without the support of other units. e). Effecting the cause of work problem arising
3.		*Mental Models*	a). freedom in running work b). the availability for sharing and receiving the experience and information c). Always respect to the other's opinion when developing the idea d). willing to accept the critics and suggestions

| 4. | | *Shared Vision* | a). discussing and spreading the vision and organization of the company
b). Openness and encouragement in proposing new idea
c). realizing organization's vision is a formulation that should be understood.
d). organization's vision is easy to be understood
d). Organization's vision is a guideline |
| 5. | | *Team Learning* | a). The desire to develop the idea together
b). The existence of equality in spreading the information
c). the existence of new point of view toward problem solving in group dialogue
c). arising the idea in group
d). given the chance from leader |

Source : Senge, Peter. M. 1990 *The Fifth Dicipline: The Art and Organization.* New York: Double D.

Based on the analysis that has been presented by researcher in Chapter four by using the thinking of Peter Senge applied to the subject of the research that has been conducted, the terminology of learning organization (LO) which is a special finding of this research is Learning Organization Of Religious (LOR), so that it becomes six components in the implementation process. The components are: religious spirit, visionary, value system, mental religious, self competence and team Works, where religious spirit becomes central in its implementation.

These six components, the working system is like a chain of change continuously until a predetermined point. Or in other words, one component with another component is interconnected, synergize, and the interconnection and has same position in carrying out its functions. For more details on how LOR discourse works can be understood in the following image.
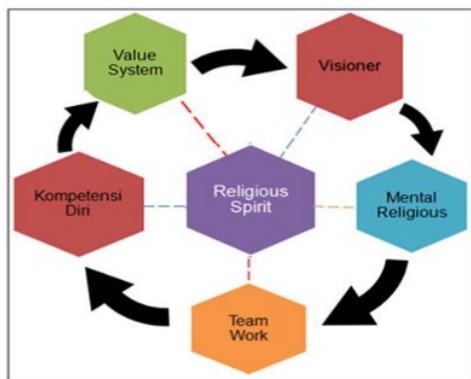

Figure. 1 The Concept of Learning Organization of Religius (LOR)

The fourth components from LOR on the figure 4, the researcher gives the meaning in each component dimension, such as:

a. The component of Religious Spirit (religious spirit) is as a form of religious practice itself that exists in every implementing element in madrasah that involves the relationship of individuals or groups in the form of religious expression.

b. Visionary component is the ability of madrasahs to see the challenges ahead, how to design more adaptive educational institutions without abandoning the identity of madrasah-boarding school based.

c. Value System component is a set of elements related to each other on a regular basis that develop totality and integrity in madrasah-based boarding schools.

d. The Mental Religious Component is Religion is rarely associated with physical health, in the term of a person's religious sense turns out to affect their state of health physically and mentally. it means that religious people are healthier and less stressed.

e. The components of self-competence are knowledge, skills, and ability to assess one's own strengths and weaknesses, organize and achieve personal goals professionally; by balancing work and personal life, and learning new knowledge including new skills or changes in skills, behaviors, and attitudes.

f. The Team Work component is teamwork is a form of group work with complementary skills and is committed to achieving the vision, mission and goals that have been agreed to achieve the common goal effectively and efficiently. It must be realized that team work is a melting of various individuals who become one person to achieve a common goal.

This finding is an adoption of Peter Senge's theory that emerged in the era of 1990 under the name The Fifth Discipline The Ar Prctice of The Learning Organization with elements of personal mastery (personal mastery), system thinking, mental models,

shared vision and learning team. While the researcher' findings in the structure of the flow of thought is not much different from the theory of Peter Senge, but the researcher added one component and distinguished the seeding in the elements of THE LO and gave different meaning to each component as described above. Religious Spirit component becomes the main component as the basic management of learning organization in MA based pesantren in Bangka Belitung.

D. Conclusion

The implementation of LO to form a superior MA boarding school-based institution in Bangka Belitung islands province, all components madrasah need to have learning skills, such as; system thinking skills, personal mastery, mental models' development, shared vision and team learning. The process of personal formation is carried out continuously so that there is a change in the mindset and behavior of leaders, teachers, staff and all components in madrasahs.

The next stage after individual learning occurs in each madrasah employee and then this learning is carried out in the form of small group community. The development of employees in this group is carried out in the form of dialogue. This group learning is built on team learning skills. The group formation process is carried out to build a joint vision (building shared vision) in madrasahs. The next step after group learning will develop into organizational learning. This LO as a process to successfully change the state of madrasah organization. Therefore, LO is carried out in the form of structured activities that improve the ability of madrasahs to acquire, share, and use knowledge into institutions with the aim of modifying employee behavior in madrasah efforts to improve employee performance and madrasah performance. Organizational learning demonstrates the improvement of intellectual ability and productivity of employees in madrasahs obtained through commitment and opportunities for continuous improvement through the organization of institutions.

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