

Deden, S¹
Elih Sudiapermana²
Joni Rahmat³

The Impact of Collaborative Inclusive Training Management (KOLIN) Through an Andragogical Approach on Enhancing the Competence of Islamic Boarding School Caregivers

Abstract

This study aims to analyze the impact of Collaborative Inclusive Training Management (KOLIN) using an andragogical approach to improve the competencies of Islamic boarding school caregivers. The andragogical approach was chosen due to its suitability for adult learners, such as pesantren caregivers, who possess different learning experiences and needs compared to traditional students. The KOLIN model emphasizes collaboration and inclusivity in training, allowing caregivers to share experiences, enhance pedagogical skills, and improve leadership and managerial capabilities in pesantren management. This research employs a qualitative approach with a case study design at several pesantren that have implemented the KOLIN training model. Data were gathered through in-depth interviews, observations, and document analysis of training implementation and its effects on caregiver competence. The results suggest that KOLIN training management through an andragogical approach significantly enhances teaching abilities, managerial skills, and understanding of innovative and inclusive teaching methods. These findings propose that adopting collaborative and inclusive training management is an effective strategy to develop the competencies of pesantren caregivers. Consequently, this study recommends that the KOLIN training model be adopted more widely, supported by adequate policies and resources to improve the quality of education in Islamic boarding schools.

Keywords: Collaborative Inclusive, Andragogy Approach, Competence, Boarding School.

1. Introduction

Islamic boarding schools (pesantren) play a vital role in shaping education based on Islamic and national values. These institutions, which have long contributed to producing ethical and knowledgeable generations, now face various challenges in the modern era, particularly in terms of educational management, teaching methods, and the development of their caregivers' competencies. The competencies of pesantren caregivers extend beyond religious knowledge to include pedagogical, managerial, and technological skills, as well as an understanding of more inclusive and adaptive learning methods.

In this context, developing human resources within pesantren is a key factor in improving educational quality. One potential approach is Collaborative Inclusive Training Management (KOLIN) through an Andragogical Approach. This adult learning-focused approach is particularly relevant for pesantren caregivers, as it accounts for their prior knowledge, experiences, and unique learning needs compared to traditional students. Additionally, the

¹ Faculty of Educational Sciences, Indonesian University of Education, Email: deden.sugandi5@upi.edu

² Faculty of Educational Sciences, Indonesian University of Education, Email: elsud@upi.edu

³ Faculty of Educational Sciences, Indonesian University of Education, Email: jonirp@upi.edu

KOLIN training model emphasizes collaboration among caregivers, experience-sharing, and the application of inclusive methods that can enhance training effectiveness. Studies have shown that collaborative and inclusive training methods can improve the professional abilities of educators in areas such as pedagogy, leadership, and innovation. However, the implementation of such training models in pesantren is still relatively limited. Many pesantren continue to rely on traditional methods that do not adequately address the complex educational challenges they face.

Thus, this study seeks to analyze the impact of KOLIN training management through an Andragogical Approach on enhancing the competencies of pesantren caregivers. By understanding the effectiveness of this model, the research aims to provide strategic recommendations for developing more systematic, relevant, and impactful training programs that improve the quality of education in pesantren.

Problem statement one of the main factors influencing the quality of education in pesantren is the management of training programs for caregivers. Unfortunately, many pesantren lack a systematic and sustainable approach to the planning, organization, implementation, and evaluation of training. Disorganized planning often leads to training sessions that fail to meet the actual needs of the caregivers.

Moreover, the absence of clear organization and coordination makes the implementation of training less effective, both in terms of content delivery and participant engagement. Many pesantren still rely on less effective training methods, such as lectures without interactive approaches, which hampers caregivers' ability to internalize and apply the material in daily activities. Furthermore, the lack of evaluation of training effectiveness makes it difficult to assess the impact on caregiver competence.

In this context, KOLIN training management through the Andragogical Approach presents a relevant solution. This approach focuses on adult learning, which prioritizes the experiences, motivations, and specific learning needs of participants—making it particularly suitable for pesantren caregivers who already possess a background in teaching. The KOLIN model fosters collaboration and inclusivity, enabling caregivers to share experiences, improve pedagogical skills, and strengthen leadership and management capacities in pesantren management.

2. Theoretical Review

2.1. Training Management:

Training management refers to the planning, organization, implementation, and evaluation of training programs aimed at enhancing skills and competencies. According to Hasibuan (2016:89), training management should be designed systematically to achieve human resource quality improvement. Simamora (2020:145) emphasizes the importance of a participatory approach in training to encourage active learning.

2.2. Collaborative and Inclusive Training:

Collaborative and inclusive training highlights cooperation among participants from diverse backgrounds, fostering rich experience-sharing. Johnson & Johnson (2019:112) state that collaborative learning improves training effectiveness through shared insights. Santoso (2018:75) further explains that inclusive training ensures equal opportunities for all participants, including those with limitations.

2.3. Andragogical Approach:

The andragogical approach, as outlined by Knowles (1984:43), focuses on adult learning by emphasizing independence, experience, and relevance of the material to learners' needs. Sudjana (2017:214) suggests that andragogy is effective for educator training, as participants are intrinsically motivated to apply knowledge in practical settings.

2.4. Competence Enhancement for Pesantren Caregivers:

The competence of pesantren caregivers includes pedagogical, personal, social, and professional aspects. Mulyasa (2021:132) explains that enhancing caregivers' competencies requires experiential learning through practical training. Sutrisno (2019:188) adds that effective training must include continuous evaluation to clearly measure its impact on improving caregiver quality.

3. Methods

This research uses a qualitative approach with a phenomenological method to understand the experiences and perspectives of pesantren caregivers regarding KOLIN training through an andragogical approach to enhancing their competencies. The phenomenological approach was chosen to explore caregivers' direct experiences with participating in or managing training, including the benefits, challenges, and obstacles they encountered.

The study was conducted at three pesantren: Darul Huda, Nurul Fukoha, and Annidhomiah, with subjects including caregivers, pesantren leaders, and policymakers in the educational field. Data were collected through in-depth interviews, participatory observations, and document analysis, and analyzed using the phenomenological steps proposed by Edmund Husserl, including Epoche (Bracketing), Phenomenological Reduction, Imaginative Variation, and Synthesis of Meaning and Essence. To ensure data validity, triangulation, member checking, and audit trails were employed.

3.1. Data Collection Techniques

- a. In-Depth Interviews: This technique involves asking open-ended questions to gather detailed data from participants.
- b. Participatory Observation: This method entails direct observation and active participation in activities to collect data.
- c. Case Studies: A case study approach was used to conduct an in-depth analysis of specific cases.
- d. Document Analysis: This technique involves analyzing relevant documents to gather data.

3.2. Data Analysis

Impact of Collaborative Inclusive Training Management:

- a. Improving Employee Performance: Collaborative inclusive training management can improve employee performance by offering relevant and effective training.
- b. Enhancing Motivation and Job Satisfaction: KOLIN can increase caregivers' motivation and job satisfaction by offering training that aligns with their needs and interests.

- c. Improving Organizational Policies and Procedures: Effective KOLIN training can enhance organizational policies and procedures, leading to improved employee competencies.

4. Results and Discussion

4.1. Training Planning for Caretakers at Darul Huda, Nurul Fukoha, and Annidhomiah Islamic Boarding Schools

The study findings indicate that training planning for caretakers in all three Islamic boarding schools is still informal and not well-documented. Darul Huda Islamic Boarding School has taken the initiative to conduct training based on practical needs; however, it lacks a systematic training curriculum. Nurul Fukoha and Annidhomiah Islamic Boarding Schools mostly rely on experience-based training and internal discussions without long-term planning. The primary barriers to planning include limited resources, insufficient funding, and minimal access to modern training methods.

Training planning in these institutions has not been systematically documented. At Darul Huda, the planning is more flexible, responding to urgent needs, without a fixed training curriculum. Meanwhile, at Nurul Fukoha and Annidhomiah, training planning relies heavily on internal discussions, without a clear long-term plan for competence development. The main obstacles identified during this phase are the lack of trained human resources for creating training programs, limited funds, and restricted access to modern training methods.

At Darul Huda, training planning remains informal and not well-documented. One caretaker mentioned that training is organized based on emerging needs, such as when new challenges in teaching or caretaking arise. However, there is no systematic training curriculum in place. At Nurul Fukoha, a caretaker shared that the training is largely experience-based and involves internal discussions. Caretakers exchange experiences during weekly meetings, but there is no structured long-term plan for competency development. Similarly, at Annidhomiah, a caretaker pointed out significant barriers to training planning.

4.2. Training Organization at Darul Huda, Nurul Fukoha, and Annidhomiah

Training organization at Darul Huda is still sporadic. One caretaker explained, "Usually, the head of the boarding school determines when training will be held and who will present the materials." At Nurul Fukoha and Annidhomiah, the organization relies on external instructors invited on an ad hoc basis. A caretaker at Nurul Fukoha mentioned inviting external speakers, but no special team manages this training routinely. This sentiment was echoed by a caretaker at Annidhomiah, who said they are still trying to find the best approach to organizing more structured training.

The organization of training for caretakers at all three Islamic boarding schools, based on observations and interviews, is still sporadic, lacking a clear structure. Training at Darul Huda is initiated by the school leadership without broad involvement, while at Nurul Fukoha and Annidhomiah, organization depends on the availability of external instructors. The absence of a dedicated team responsible for training is a significant challenge to organizational effectiveness.

4.3. Training Implementation at the Three Islamic Boarding Schools

Training implementation at the three institutions generally still uses lecture-based and small group discussion methods. A caretaker at Darul Huda noted that they have started experimenting with practice-based training in some sessions. Through a practice-based approach, such as teaching simulations, caretakers can better understand the material directly.

The implementation of training indicates that the methods used at all three boarding schools remain traditional, with lectures being the primary method. Small group discussions are held, but only Darul Huda has begun to adopt practice-based training in some sessions. However, following the implementation of Collaborative Inclusive Training Management (KOLIN) with an andragogical approach, there has been a noticeable shift in caretaker involvement. They are more active in discussions and sharing experiences, making the training process more dynamic and relevant to real-life conditions.

With the introduction of the Collaborative Inclusive Training Management (KOLIN) approach, training implementation has become more interactive. A caretaker at Annidhomiah added, This approach has made us more active in participating in the learning process and sharing experiences about caretaking santri.

4.4. Training Evaluation at the Three Islamic Boarding Schools

Observations revealed that the training evaluation system at all three boarding schools was still not systematic. Prior to KOLIN implementation, evaluations were conducted only through direct observation and verbal feedback from participants. After KOLIN was applied, evaluations became more structured with questionnaires, reflective discussions, and performance-based assessments. This shift helped the boarding schools better understand the effectiveness of their training and areas for improvement in the future.

Training evaluation for caretakers at Darul Huda, Nurul Fukoha, and Annidhomiah was not conducted systematically. There were no specific tools used to assess training effectiveness, other than direct observation and verbal feedback from participants. However, after the implementation of andragogical approaches in KOLIN, evaluations became more structured with the use of questionnaires, reflective discussions, and performance assessments. This allowed the boarding schools to gain a better understanding of the impact of training on caretaker competence.

4.5. Impact of Collaborative Inclusive Training Management (KOLIN) with the Andragogical Approach on Caretaker Competence at the Three Islamic Boarding Schools

The implementation of Collaborative Inclusive Training Management (KOLIN) with the andragogical approach led to a significant improvement in caretaker competencies. Based on interviews and observations, caretakers who participated in this training method were better able to apply teaching strategies tailored to the needs of the santri, gained a deeper understanding of an empathetic caretaking approach, and became more confident in managing classrooms and social interactions within the boarding school environment. Furthermore, the collaborative approach enabled caretakers to share experiences and best practices, creating a more dynamic learning community within the boarding school.

Training management theory emphasizes planning, organizing, implementation, and evaluation of training programs as part of human resource development (HRM) strategies. In the context of this study, the training management applied in KOLIN needs to be systematically designed to achieve the optimal goal of enhancing caretaker competence.

5. Conclusion and Suggestion

5.1. Conclusion

Based on the research findings regarding training management for caretakers at Darul Huda, Nurul Fukoha, and Annidhomiah Islamic Boarding Schools, the following conclusions can be drawn:

1. Training planning remains informal and lacks proper documentation. Key challenges include resource limitations, lack of access to modern training methods, and the absence of a systematic curriculum.
2. Training organization lacks a clear structure, with heavy dependence on the leadership of the boarding schools or external instructors invited on an incidental basis. The absence of a dedicated training team poses a significant challenge.
3. Training implementation still predominantly uses lecture and small group discussion methods. However, the introduction of KOLIN with an andragogical approach has increased interactivity and participant engagement in learning.
4. Training evaluation was previously not conducted systematically. However, after implementing KOLIN with the andragogical approach, evaluations became more structured through the use of questionnaires, reflective discussions, and performance assessments.
5. The impact of applying KOLIN with the andragogical approach has led to improved caretaker competencies, particularly in applying experience-based learning strategies, increased confidence in managing classes, and the creation of a more dynamic learning community within the boarding school environment.

5.2. Suggestion

1. For the Islamic Boarding Schools:

- a. Develop a well-documented training management system, including planning, organizing, implementing, and evaluating training systematically.
- b. Create a training curriculum relevant to the caretakers' needs, covering pedagogy, leadership, and education management based on Islamic values.
- c. Enhance collaboration with educational institutions and academics to obtain support for designing and implementing high-quality training programs.
- d. Allocate a specific budget for caretaker training to ensure the sustainability of these programs.

2. For the Caretakers:

- a. Increase active participation in practical, experience-based training programs to enrich teaching and caretaking methods.
- b. Implement innovative learning strategies in line with current developments, such as blended learning and technology-based approaches.
- c. Develop a learning community among caretakers to share experiences and best practices for managing education at the boarding school.
- d. Enhance leadership competencies through training focused on soft skills such as communication, conflict management, and decision-making.

3. For the Government and Policy Makers:

- a. Develop a certification program for caretakers using a collaborative and inclusive approach to enhance their professionalism.
- b. Provide funding and facilitate regular training for caretakers, both in-person and online.
- c. Encourage synergy between Islamic boarding schools, universities, and other educational institutions in organizing training based on research and real field needs.

- d. Revise Islamic education policies to be more adaptive to modern challenges, including the integration of technology in boarding school learning systems.

4. For Other Researchers:

- a. Conduct further studies on the effectiveness of the andragogical approach in enhancing caretaker competence at Islamic boarding schools.
- b. Explore digital training strategies that can be implemented in the Islamic boarding school education environment.
- c. Develop evidence-based training models to improve the effectiveness of learning in Islamic boarding schools.
- d. Investigate the long-term impact of Islamic education policies on enhancing the professionalism of caretakers.

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