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# Application of George R. Terry's Management Functions in the Curriculum of Bilal bin Rabah Tahfidz Boarding School

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## Abstract

**Objective:** This study aims to explore the implementation of George R. Terry's management principles, which include the functions of planning, organizing, implementing, and supervising, in the management of the learning curriculum at the Tahfidzul Qur'an Bilal bin Rabah Islamic Boarding School, Sukoharjo. **Theoretical framework:** The theoretical framework in this study refers to the four management functions of George R. Terry: planning, organizing, implementing, and supervising. as a foundation in managing the organization effectively, including in the context of pesantren education. **Literature review:** The literature review in this study covers education management theory, particularly George R. Terry's managerial principles, as well as previous studies that discuss the implementation of management in religious-based educational institutions, including Islamic boarding schools. **Methods:** This study uses a qualitative approach with data collection techniques in the form of observation, in-depth interviews, and documentation. The main informants consist of the head of the pesantren and the management staff. Data analysis is carried out through interactive methods that include data reduction, data presentation, and conclusions drawn. **Results:** The results of the study show that the implementation of George R. Terry's management principles has been well implemented in this Islamic boarding school, as can be seen from the planned curriculum structure, clear organization, implementation of learning methods such as talaqqi, and murojaah, and supervision carried out through memorization evaluation and monitoring of student activities. However, there are still obstacles in the form of limited competent human resources, lack of innovation in learning methods, and evaluation systems that have not been digitized. **Implications:** It is necessary to strengthen human resources, innovate methods, and digitize evaluations to improve the quality of pesantren education. **Novelty:** Offers a new perspective on the application of classical management in the tahfidz pesantren curriculum system.

**Keywords:** management, george r. terry, curriculum, islamic boarding school, innovate methods.

## INTRODUCTION

Education is a very important human activity, especially for the younger generation as an effort to form their character and abilities. Education functions as a means to build a healthy social situation and foster a sense of togetherness between individuals in society. Through education, there is a process of trying to influence others to gain appreciation and a better

personal approach to social interaction [1]. Therefore, education does not only function as a transfer of knowledge but also as a medium for the formation of personality and social attitudes.

In the context of Islamic education, pesantren has a very strategic role as an institution that focuses on the moral, spiritual, and intellectual development of students. Pesantren is not only a place to learn religious science theoretically, but also a forum for character development based on religious values. Through the education system in the pesantren, the students are educated to have strong faith and high morals, which ultimately become the foundation of their daily lives [2].

Islamic boarding schools themselves are Islamic educational institutions that combine aspects of religious education with a dormitory or residential system. In this environment, students not only learn academically, but also live together in a community that instills the values of togetherness, responsibility, and discipline. With intensive social interaction in Islamic boarding schools, students learn to apply religious teachings in real life directly [3].

One of the Islamic boarding schools that has the main focus on Qur'an education is the Tahfidzul Qur'an Bilal Bin Rabah Islamic Boarding School located in Sukoharjo. This Islamic boarding school prioritizes memorization of the Qur'an as a core part of the education provided to students. In addition, this pesantren also instills noble moral values and independence, so that students not only memorize the Qur'an but also can implement Islamic teachings in daily life with honesty and responsibility [4].

In order for the educational goals in Islamic boarding schools to be achieved optimally, good curriculum management is very important. A well-planned and structured curriculum management will provide a clear direction for the development of students' potential. A properly managed curriculum allows pesantren to create an effective and efficient learning process so that educational goals can be achieved according to expectations [5].

One of the management models that is relevant and can be applied in curriculum management in Islamic boarding schools is management according to George R. Terry. This management model includes four main functions, namely planning, organizing, actuating, and controlling. These four functions form an interrelated management cycle and can be applied in various fields including education so that the management process becomes more systematic and directed [6].

In its application in Islamic boarding schools, George R. Terry's management model can help in structuring and running the curriculum effectively and efficiently. With careful planning, proper resource organization, optimal implementation, and strict supervision, it is hoped that the quality of education in Islamic boarding schools will increase. This approach provides practical guidance for pesantren in managing the teaching and learning process so that it is more measurable and results-oriented [7].

However, in practice, pesantren still face various challenges that are quite significant. One of the main obstacles is the limited number of human resources who understand the principles of education management in depth. In addition, often coordination between pesantren managers in implementing the curriculum has not run optimally. This condition causes the teaching and learning process to be less effective and has an impact on achieving overall educational goals [8].

Therefore, a managerial approach is needed that is tailored to the characteristics of the pesantren to have a significant positive impact on education management. This approach must consider the culture of the pesantren, the resources available, and the challenges faced so that the teaching and learning process can run smoothly and the educational goals that have been set can be achieved optimally. That way, pesantren can continue to develop and make a great contribution to the formation of a quality generation [9].

This study aims to explore how the application of George R. Terry's management principles can improve the quality of curriculum management at the Tahfidzul Qur'an Islamic Boarding School Bilal Bin Rabah Sukoharjo. The results of this research are expected to make a real contribution in improving the effectiveness of education in the pesantren, as well as assisting the pesantren in producing a generation of Qur'an memorizers who are not only technically memorized, but also have good morals and are ready to face the challenges of the times [10].

Narrative of the Importance of Research Themes and Novelties. Islamic boarding school education, especially tahfidzul Qur'an Islamic boarding schools, plays an important role in maintaining the authenticity and continuity of Islamic values through memorization and practice of the Qur'an. However, the challenges in the modern era require Islamic boarding institutions to not only maintain traditional values but also integrate systematic and effective managerial principles. One management approach that has strong relevance is the classic management concept of George R. Terry, which includes the functions of planning, organizing, actuating, and controlling.

This research is important because it offers a structural approach to the management of the learning curriculum in Tahfidz Islamic boarding schools, which has been largely carried out conventionally and tends to be informal. Using George R. Terry's management theory, this study describes how management functions can be applied concretely in compiling, implementing, and evaluating the Qur'anic Tahfidz curriculum so that the educational process runs more directed, efficient, and measurable.

The Tahfidzul Qur'an Islamic Boarding School Bilal bin Rabah was chosen as the research location because of its success in producing students who memorize the Qur'an with a structured method but still uphold Islamic values. Through this approach, this study not only evaluates existing practices but also presents a curriculum management model that can be replicated by other Islamic boarding schools.

Novelty (novelty) of research. The novelty in this research lies in the integration of George R. Terry's management theory into the tahfidz pesantren education system, which was previously rarely touched by modern management approaches. This research offers a new perspective on how Western management concepts can be aligned with Islamic pesantren values, without eliminating the spiritual and traditional essence of pesantren education itself.

In addition, this study introduces a model of tahfidz curriculum management implementation based on management functions, which is applicable and can be a reference in the development of Islamic education management in various Islamic boarding schools in Indonesia. Thus, this research makes a theoretical and practical contribution to the field of Islamic education management.

## LITERATURE REVIEW

Education management is a strategic approach used to regulate, manage, and direct all resources in the learning process so that educational goals are optimally achieved [11]. In the context of Islamic boarding schools, education management is starting to receive more attention as the demands for effectiveness and efficiency in the management of Islamic-based educational institutions increase, including in the tahfidzul Qur'an program.

One of the classic but still relevant management theories is George R. Terry's theory, which emphasizes the four main functions of management, namely planning, organizing, actuating, and controlling. This theory provides a systematic framework for the management of institutions, including educational institutions. Although it comes from a Western approach, the basic principles in this theory are universal and can be adapted to the Islamic values embraced by Islamic boarding schools [12].

The tahfidzul Qur'an Islamic boarding school has a peculiarity in its curriculum, which is to focus on memorizing the Qur'an as the main core of learning activities. However, in many cases, the curriculum still runs on tradition and experience, without written standards or a structured management system. This often causes inconsistencies in program implementation, as well as makes it difficult to evaluate and develop the curriculum sustainably [13].

The application of George R. Terry's management functions in the context of tahfidz pesantren is an interesting new approach to study [14]. Planning in the Tahfidz curriculum can be realized through the determination of memorization targets, proportional division of time, and the preparation of appropriate evaluation methods. The organizing function includes the division of roles between kyai, ustadz, musyrif, and students in the learning and supervision process. The implementation focuses on the active involvement of all elements of the pesantren in supporting the achievement of educational goals. Meanwhile, oversight is carried out to ensure the process is running as planned and provide feedback for continuous improvement [15].



**Figure 1. Profile George R Terry**

Previous literature has dealt more with the management of Islamic education in general, and very few have highlighted the implementation of modern management theory in the curriculum of Tahfidz Islamic boarding schools. This shows that there is still a wide scientific space to explore how classical management such as the one offered by George R [16]. Terry can be harmonized with the needs and characteristics of Islamic boarding schools. Islamic boarding schools that successfully implement management principles usually show better achievements, both in terms of the quality of student memorization, discipline, and the competitiveness of their graduates in the community [17].

The implementation of management in the tahfidz pesantren curriculum does not mean stripping away spiritual values or reducing the uniqueness of pesantren traditions but rather becomes a means to strengthen the achievement of the mission of Islamic education more professionally. With a planned, structured, and measurable approach, the tahfidz program can run more optimally and make a real contribution to producing a generation of Qur'an memorizers who not only memorize textually but also understand and practice its content in life [18].

Therefore, the integration of George R. Terry's management in the tahfidz pesantren curriculum is not only feasible but also a strategic need in this modern era to improve the quality and competitiveness of Islamic education in Indonesia [19].

## **METHODOLOGY**

This research uses a qualitative approach, which is a form of educational research in which the researcher relies on the views of participants or informants. The researcher asks investigative questions, asks general questions, collects data consisting mainly of participants' words or texts, provides explanations and analysis of the text, divides into

several topics, and asks subjective and biased questions [20]. This approach aims to explore in-depth information about the implementation of George R. Terry's management in the learning curriculum at the Tahfidzul Qur'an Islamic Boarding School Bilal bin Rabah Sukoharjo. Qualitative research emphasizes more on understanding the meaning, process, and views of the participants through interviews, observations, and documentation [21]. The researcher asks investigative questions, asks general questions, collects data consisting mainly of participants' words or texts, provides explanations and analysis of the text, divides into several topics, and asks subjective and biased questions [22].

The research was conducted at the Tahfidzul Qur'an Bilal bin Rabah Sukoharjo Islamic Boarding School, which is located in Bugel Village, Polokarto District, Sukoharjo Regency, Central Java. The main subject in this study is the leadership of the Islamic boarding school. Data was collected through three main methods, namely observation to directly observe activities related to curriculum management, in-depth interviews with curriculum leaders and managers to obtain more comprehensive information, and documentation to collect documents, such as activity reports, photos, and supporting letters as physical evidence of the implementation of curriculum management [23].

Meanwhile, data analysis is carried out based on the model from Miles and Huberman, namely data reduction to filter and summarize important data from the field, data presentation to compile data in the form of narrative so that it is easy to understand, and conclusion drawing to conclude results gradually based on patterns and findings that emerge during the research process [24].

**Table 1. Representing the Qualitative Research Process**

Research Aspect	Description
Qualitative Approach	Poses investigative and general questions Collects data in the form of participants' words or texts Provides subjective and textual analysis
Research Objective	To explore the implementation of George R. Terry's management in the learning curriculum at the Tahfidzul Qur'an Islamic Boarding School Bilal bin Rabah Sukoharjo
Research Location	Bugel Village, Polokarto District, Sukoharjo Regency, Central Java
Main Subject of the Research	Leadership of the Islamic boarding school
Data Collection Methods	Observation: Directly observing curriculum management activities In-depth Interviews: With curriculum leaders and managers Documentation: Reports, photos, official letters
Data Analysis Techniques (Miles & Huberman)	Data Reduction: Filtering and summarizing important data from the field Data Presentation: Compiling data into narratives for easier understanding Conclusion Drawing: Based on emerging patterns and findings

## RESULTS AND DISCUSSION

### Implementation of George R Terry Management

The application of George R. Terry's management at the Tahfidzul Qur'an Bilal bin Rabah Islamic Boarding School includes four main functions, namely planning, organizing, implementing, and supervising, which are important foundations in the management of the learning curriculum. The curriculum as an educational program (ideal curriculum) emphasizes the operational learning process [25]. The discussion in this section systematically describes how the four managerial aspects are implemented in the educational process in Islamic boarding schools, to ensure the achievement of the goals that have been set.

#### Planning

Planning is the first step in achieving goals that will provide direction and clarity of steps to achieve these goals. Curriculum planning at the Tahfidzul Qur'an Bilal bin Rabah Islamic Boarding School is carried out in a structured manner, starting from the determination of educational goals, namely to produce a generation of Qur'an memorizers who have noble morals and broad Islamic insights. The curriculum team together with the leaders of the pesantren prepared an annual learning plan that included tahfidz materials, the study of the yellow book, and the development of the character and skills of students. This plan is prepared based on the academic calendar of the Ministry of Religion, adjusted to the culture of the pesantren and the needs of students [26].

The planning that is implemented has referred to the principle of George R. Terry, which is to set systematic goals and steps. However, there are still limitations in the preparation of a curriculum that is integrated with general science because the main focus is still very dominant on tahfidz.

#### Organizing

With good coordination between individuals, sections, and functions in the organization will affect the achievement of the company's goals. The organizational structure of the pesantren is divided into several parts: pesantren leaders, curriculum sections, teachers/ustadz, and dormitory coaches. Duties and authorities are divided, such as the tahfidz teacher is responsible for the memorization targets, while the curriculum section regulates the schedule and learning methods [27]. Teaching and learning activities are divided into three times, namely morning for tahfidz, afternoon for book study, and afternoon-night for character development and evaluation.

The organization is done quite well and by the principles of George R. Terry, namely the division of tasks and a clear structure. However, not all human resources have adequate managerial competence, so some programs have not run optimally.

#### Actuating

The implementation of the curriculum is carried out according to the plan that has been prepared. Teachers and ustadz teach based on agreed guidelines, and learning is carried out with a direct approach, such as talaqqi (reading directly in front of the teacher) and murojaah (repetition of memorization). Learning activities are also combined with character development programs such as muhadharah (speech), qiyamul lail, and socio-religious activities.

The implementation of the curriculum at the Islamic Boarding School has gone well thanks to the active involvement of all elements of the Islamic Boarding School, including teachers, students, and other support staff. This reflects the application of the *Actuating* according to George R. Terry, which is to move all components to carry out their respective roles effectively [28].

#### Controlling

Supervision is an act of examining whether something is achieved or runs with a plan set based on instructions, in this supervision is carried out regularly through weekly memorization evaluations, semester exams, and coordination meetings between caregivers and the curriculum section. There is a notebook of the progress of student memorization which is controlled by the tahfidz teacher and reported to the leadership [29]. In addition, there are informal daily evaluations, such as monitoring the discipline and activeness of students in the dormitory.

The supervision process at the pesantren runs quite effectively because it is carried out periodically and thoroughly. The George R. Terry supervisory function has been implemented, although the evaluation system is still manual and not yet based on digital data, so there are sometimes delays in follow-up.

**Table 2. George R. Terry Management**

George R. Terry Management	Information
Planning	Curriculum planning has been structured and focuses on tahfidz, but there is still a lack of integration with general science.
Organizing	The structure and division of tasks are clear, but the managerial ability of HR is still limited.
Actuating	The implementation is effective with classic methods and character building programs, supported by the participation of all parties.
Controlling	Routine supervision is running well, but it is still manual and not based on a digital system.

### **Factors Inhibiting and Supporting the Implementation of George R Terry's Management**

Factors are circumstances and events that cause or affect the occurrence of something. In the application of George R. Terry's management to the learning curriculum at the Tahfidzul Qur'an Bilal bin Rabah Sukoharjo Islamic Boarding School, there are various factors that act as inhibitors and supporters. By understanding these two factors, a more complete picture can be seen of the dynamics of the implementation of management in the Islamic boarding school environment [30].

#### **Inhibiting Factors**

Inhibiting factors are all things that can affect and slow down the implementation of learning. In the implementation of management according to George R. Terry in the learning curriculum at the Tahfidzul Qur'an Islamic Boarding School Bilal bin Rabah Sukoharjo, there are various factors that hinder the implementation process. These factors need to be identified and analyzed in depth so that they can be evaluated to increase the effectiveness of achieving future learning objectives [31].

#### **Planning**

The main obstacle in planning is the limitation of references and literature on the development of modern management-based curricula. In addition, the lack of training or workshops for the curriculum team causes the preparation of the program to not be completely based on evaluative data but still rely on an old pattern that is hereditary [32].

#### **Organizing**

In organizing, the obstacle faced is the lack of experts in education management. This causes workloads to be unevenly distributed and sometimes stacked on just a few individuals. In addition, the administrative system that is still manual slows down the coordination and efficiency of work between the internal institutions of the pesantren [33].

#### **Actuating**

At the implementation stage, the biggest obstacle is the lack of variety in learning methods. Learning activities that are too monotonous can cause boredom among students. In addition, the limitations of supporting facilities such as modern learning technology are obstacles to creating an interactive learning atmosphere that is adaptive to the development of the times [34].

## Controlling

Inhibiting factors in the supervision stage include the absence of well-structured and documented evaluation standards. The monitoring process is often still carried out informally and not systematically, so the results of the evaluation cannot be used as a basis for objective decision-making. In addition, the documentation of activities is still inconsistent and neat, which makes it difficult to follow up and improve the curriculum [35].

**Table 3. Inhibiting Factors**

Inhibiting Factors	Information
Planning	The lack of training and referrals causes planning to be not optimal and tends to be traditional.
Organizing	The lack of experts and manual administrative systems hinder organizational coordination and effectiveness.
Actuating	Less varied learning methods and limited learning facilities reduce student motivation.
Controlling	Supervision has not been standardized, documentation is not organized, and evaluation is still informal, making it difficult to use as a basis for curriculum improvement.

## Supporting Factors

Supporting factors in his sense are several things that make other things run smoothly, this plays an important role in facilitating and smoothing the management implementation process to support the successful implementation of George R. Terry's management in the learning curriculum at the Tahfidzul Qur'an Bilal bin Rabah Sukoharjo Islamic Boarding School [36].

### Planning

In the planning stage, the most prominent supporting factor is the strong commitment of the leadership of the Islamic boarding school in formulating the vision and mission of education. This vision is directed at the formation of students who are not only proficient in memorizing the Qur'an but also have noble character. Curriculum planning is also supported by the active involvement of the curriculum team and ustadz in developing participatory educational programs. The availability of a clear academic calendar helps facilitate the planning of annual programs and student memorization targets [37].

### Organizing

In the organizational aspect, the support of a clear organizational structure and a systematic division of tasks between leaders, caregivers, curriculum sections, and teachers are the main keys. A harmonious work environment, a culture of collegiality, and family relationships between staff and pesantren managers are also added values in supporting the smooth curriculum management process [38].

### Actuating

In the implementation stage, the main supporting factors are the discipline of the students and the sincerity spirit of the teachers. Relevant learning methods such as talaqqi (direct reading to the teacher) and murojaah (repetition of memorization) are very effective in improving the ability of students. In addition, the high internal motivation of the students in memorizing the Qur'an also strengthens the success of the curriculum implementation [39].

## Controlling

At the supervision stage, the implementation of periodic memorization evaluations is one of the advantages of the pesantren control system. The direct involvement of Islamic boarding school leaders in the process of monitoring teaching and learning activities makes the evaluation process more directed. In addition, the feedback that is regularly given to students also helps to improve learning outcomes sustainably [40].

**Table 4. Supporting Factors**

Supporting Factors	Information
Planning	The planning is supported by the commitment of the leadership in formulating a vision of Qur'an-based education, as well as the active participation of the curriculum team in developing programs that suit the needs of students.
Organizing	A clear organizational structure, an even division of tasks, and a harmonious working relationship are strengths in effective curriculum management.
Actuating	The discipline of the students, the sincerity of the ustad, and the application of methods such as talaqqi and murojaah support the implementation of the curriculum optimally.
Controlling	Memorization evaluations are carried out regularly, with the involvement of leaders in supervision who provide direction and direct feedback on the development of students.

## Analysis and Discussion

Education management is one of the main pillars in ensuring the effectiveness of the teaching and learning process, especially in the context of Islamic education such as Islamic boarding schools. In this study, George R. Terry's managerial approach becomes the focal point, because it offers a complete and relevant management system to be applied in religious-based educational institutions. George R. Terry's theory includes four main functions: planning, organizing, actuating, and controlling. These four elements, if applied consistently, will support the achievement of educational goals that have been set by the institution.

In the planning stage, the Bilal bin Rabah Tahfidzul Qur'an Islamic Boarding School showed strategic efforts in designing a structured tahfidz-based curriculum, taking into account the initial abilities of the students, memorization targets, achievement times, and the integration of Islamic adab and moral values. This curriculum is not prepared arbitrarily, but based on the analysis of student needs and the potential of the institution.

Furthermore, in the aspect of the organization, pesantren form a clear educational organizational structure. The division of duties between mudir, ustadz, musyrif, and guardians of students is carried out systematically. The mentoring system and daily memorization evaluation are also part of the academic organizational structure that supports the success of students in memorizing the Qur'an.

At the implementation stage (actuating), George R. Terry's management principles are applied in the form of disciplined and consistent management of learning activities. Students follow a strict but directed schedule of activities, such as halaqah tahfidz, muroja'ah, tahsin, and moral development. The actuating function here plays an important role in motivating students to achieve their memorization targets with a humane and spiritual approach.

Meanwhile, in the control function, the pesantren implements periodic evaluations that include aspects of quantity and quality of memorization. The juz exam system, weekly

memorization progress reports, and teacher deliberation are the main instruments in the supervision function. This evaluation is not only aimed at measuring results but also as a reflection tool for improving teaching methods.

An important discussion in this context is how George R. Terry's modern management concept can be adapted and harmonized with Islamic values in the pesantren environment. Generally, pesantren are better known for their traditional and spiritual approaches, but this study shows that professional and systematic management does not eliminate the spiritual spirit, but rather strengthens the effectiveness of education.

The application of this management model also provides a lesson that Islamic educational institutions should not be anti-modern theories or approaches as long as Islamic values remain the main spirit. George R. Terry himself in principle does not separate between management and values—which means that it is quite possible to synergize in tahfidz-based Islamic education.

Theoretically, this research expands insights into the flexibility of classical management theory in the context of religious education. Practically, this encourages pesantren to transform the management of the curriculum so that it remains relevant to the needs of the times, without losing their identity [\[41\]](#).

Thus, the implementation of George R. Terry's management in the curriculum at tahfidz pesantren such as Bilal bin Rabah is a strategic step that proves that modern management values can be harmoniously combined with Islamic values, resulting in an efficient, measurable, and spiritually charged education system.

## CONCLUSION

From the results of the research and discussion on the implementation of George R. Terry's management in the learning curriculum at the Tahfidzul Qur'an Bilal bin Rabah Sukoharjo Islamic Boarding School, it can be concluded that the first is that it includes the functions of planning, organizing, implementing, and supervising have been implemented quite well in the learning curriculum at the Tahfidzul Qur'an Bilal bin Rabah Sukoharjo Islamic Boarding School. Planning runs systematically with the support of a clear educational vision, although integration with general science is still limited. The organization already has a neat structure and a clear division of tasks, but it is still constrained by the limitations of competent human resources in the managerial field. The implementation was effective thanks to the discipline of the students and the enthusiasm of the teachers, although it is necessary to develop learning methods to be more varied. Meanwhile, supervision has been carried out routinely, but it is still manual and has not been digitized, so it is less efficient in follow-up evaluation. The second conclusion is that the main supporting factors for the success of this implementation include the commitment of the leadership, a clear organizational structure, the spirit of teacher service, and the discipline of students. The obstacles faced include limited resources, less innovative learning methods, and evaluation systems that have not been thoroughly standardized. Therefore, it is necessary to strengthen human resource capacity, innovation in learning methods, and digitize the evaluation system to increase the effectiveness of pesantren education management in the future.

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### Author Contribution

All authors contributed equally to the conception, design, and execution of this study. Each author was actively involved in the data collection, analysis, and interpretation, as well as in drafting and revising the manuscript critically for important intellectual content. This research represents a collaborative effort, and all authors have read and approved the final version of the manuscript. The integrity and quality of the publication reflect the joint responsibility of all contributors.

### Conflicts of Interest

All authors declare no conflict of interest.

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