

## Madrasah Management Based on Boarding School

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### Abstract

The purpose of this study was to determine program planning, program implementation and evaluation of the Boarding School program at the State Madrasah Aliyah. This type of research is field research using descriptive qualitative methods. The data sources used were the Head of Madrasah, Deputy Student Affairs and Dormitory Supervisors. Techniques and data collection through observation, interviews and documentation. Boarding School program planning at Madrasah Aliyah Negeri has been prepared based on long-term, medium and short-term planning. Implementation of the Boarding School program, namely memorizing deposits is carried out 2 times a week, *tadarus* every day, *muhadharah* every week, *annisa* forum every Friday, congregational prayers at the mosque, sunnah prayers, sunnah fasting and additional learning in academic fields such as Science, Mathematics, History and Language subjects English. Meanwhile in the religious field, such as Arabic, Fiqh, Al-Qur'an Hadith and SKI subjects, which are held twice a week. Evaluation of Boarding Schools at Madrasah Aliyah Negeri, in accordance with the targets in the plan. The supporting factors for the Boarding School program are the availability of Wi-Fi and competent human resources in their fields. Meanwhile, from the inhibiting factors, namely in terms of sources of funds, lack of cooperation between parents and madrasahs and clashes in the Boarding School program with extracurricular madrasahs.

**Keywords:** *Madrasa Management, Boarding School.*

### A. INTRODUCTION

The progress of the world of education is currently in line with the times. The times that are faced with tough challenges, technological advances are increasingly rapid and the flow of globalization is increasing (Nuha & Munawaroh, 2022; Rahmawati et al., 2021; Rahmi & Nari, 2022; Safitri et al., 2023). So, it is feared that this situation will affect the negative character and morals of students if it is not dammed with proper education. For this reason, students are now prepared to face the challenges of that era so that they can become strong, independent and Islamic individuals as they aspire to be. (Aini & Fitria, 2021; Febriyani & Warmansyah, 2021; Idris et al., 2022; Warmansyah et al., 2022).

Character is human behavior related to God Almighty, oneself, humans, the environment and nationality which is manifested in thoughts, attitudes, feelings,

words and deeds based on religious norms, laws, manners, culture and customs (Amini et al., 2022; Artha et al., 2020; Lestarinigrum & Wijaya, 2019; Sa'diah et al., 2022). Character refers to a series of attitudes, behaviors, motivations and skills (Nawali, 2018; Rihlah et al., 2020; Wulandani et al., 2022).

Character education is one of the solutions to form better students' personalities. Character education in schools is one of the programs launched by the Indonesian government (Azzahra et al., 2021; Badrudin et al., 2022; Gusmayanti & Dimiyati, 2021; Warmansyah et al., 2021) through the Ministry of Education since 2010. This program is intended to instill, shape and redevelop the values of the nation's character. Because education not only educates to become intelligent human beings with high intellectuals, but also builds individuals with noble morals (Akbar & Fajri, 2022; Amalina, 2020; Eliwatis et al., 2022; Kristiantari, 2015). People who have good and noble character both individually and socially are those who have good character, morals and manners. Given the importance of character in oneself, education has such a big responsibility to be able to instill it through the learning process (Mulyati & Sisrazeni, 2022; Satriani & Putra, 2021; Silahuddin, 2017).

Various forms of educational institutions were developed such as madrasas and pesantren (Marjuni & Ulwani, 2022). It is hoped that students can become better individuals, have character, be tough, be responsible and become Islamic individuals (Rambe et al., 2022). This can also be applied in madrasas. Judging from the recent developments, madrasah have attempted the same thing as what was done in pesantren. Therefore, many madrasah have a Boarding School program (Saihu, 2022). This dormitory-patterned education is actually a combination of the general madrasah system and the pesantren education system where students receive 24-hour education. This educational model offers excellence as measured by the readiness of students to become human beings who are faithful, pious and able to live independently in society (Ansori, 2021).

The presence of this boarding school-based madrasah makes parents try hard to get their children into the school, even though they have to spend a lot of money. (Styaningsih, 2016). As many people know, schools that use the Boarding School system are an education where children attend regular education from morning to noon at school. Then it is continued with religious education or special values education in the evening and of course according to a set schedule that must be obeyed by boarding students (Mahmudiyah & Mulyadi, 2021; Makruf et al., 2022).

Schools with a boarding school system have recently been in the spotlight as well as a model for other schools because of the school's success in instilling character values in students. (Haningsih, 2008; Hardianto, 2019). This success can be seen from a number of things, including: the growth of a culture of Islamic character, such as cultivating smiles, greetings, greetings, politeness, and manners or better known as 5S, students never discriminate against school teachers or Islamic boarding schools, they still carry out 5S when met his teacher while holding and kissing his hand as a sign of respect and wanting to get the blessing of knowledge (As'ad et al., 2020; Rohaeni et al., 2021).

One of the schools that uses the Boarding School system that the authors found is MAN 2 Pesisir Selatan. At this madrasa, boarding school is attended by some students, because not all students live in the dormitory. The dormitory at MAN 2 Pesisir Selatan is one of the icons of development in Pesisir Selatan, because every year many enthusiasts or students come to the madrasa. In addition, MAN 2 Pesisir Selatan is capable of facilitating madrasahs for public information disclosure, and is the only madrasah in Pesisir Selatan appointed by the Regional Office of West Sumatra Province to run various innovative programs, one of which is the Boarding School. Based on the results of the initial preliminary study with the results of the interviews it is known that the Boarding School program aims to instill Islamic values in students, strengthen faith, piety and excel in academics and non-academic. Dormitory students are taught etiquette habits, instilling 5S (smiles, greetings, greetings, courtesy and manners) and religious coaching such as the tahfidz program, the habit of praying in congregation, the habit of sunnah prayers and sunnah fasting, and additional academic learning.

With such dense and regular activities, many parents want to send their children to boarding schools, but are constrained by costs and not all of the students are interested in boarding school activities. Inadequate infrastructure facilities to accommodate all students who will enter/live in the hostel, so selection is made to enter the hostel. Even so, the achievements of Boarding School students are not inferior to students from other schools that do not implement the Boarding School system. Even Boarding School students have more achievements than those who are not Boarding School.

In an effort to implement character and intellectual education, high school as a formal level educational institution tries to make various innovations to implement character education development with integrated education, namely through a Boarding School-based education system. The Boarding School System is a social institution that focuses on building the character of students, apart from schools.

In relation to these problems, it can be seen that this madrasah is one of the madrasahs that has implemented the Boarding School system, so this research would like to find out more about Boarding School-Based Madrasah Management at Madrasah Aliyah Negeri.

## **B. METHOD**

This research includes field research, namely research by collecting data carried out in the field and this research is included in the qualitative research model. Qualitative research is research that collects data through direct involvement in the field, where this research has the characteristic that the data is stated in a natural state or as it is. This study uses a descriptive qualitative model, which is exploratory research and plays an important role in creating people's understanding of various social issues.

This research took place at Madrasah Aliyah Negeri 2 Pesisir Selatan, District IV Jurai, Pesisir Selatan District, West Sumatra Province. Data collection techniques

using observation, interviews and documentation. Data analysis using models Miles & Huberman (2007), where this data activity is carried out continuously and interactively at each stage of the research until completion. There are three steps in this analysis technique, namely data reduction, data presentation, and conclusion/verification.

## **C. RESULTS AND DISCUSSION**

### **1. Boarding School Program Planning at State Madrasah Aliyah**

Every school or madrasa educational institution has a plan for each activity or program to be carried out. Planning can be understood as a process of determining what to achieve in the future and establishing the stages needed to achieve it (Rahmi & Nari, 2022; Rosarina et al., 2016).

MAN 2 Pesisir Selatan which is based on the Boarding School has a plan that has been well structured and well socialized to all stakeholders in the madrasah. The type of planning for the Boarding School program at MAN 2 Pesisir Selatan is in long term, medium term and short-term planning.

Researchers can conclude that the planning for the Boarding School program at MAN 2 Pesisir Selatan is prepared based on long-term, medium-term and short-term planning that is well prepared by the head of the madrasa, deputy head of the madrasa, hostel supervisors and teachers who are involved in making the plan. The long-term planning is in accordance with the vision and mission of the madrasa, namely excelling in science and technology and imtaq, besides being able to compete and be useful in the midst of society, separation of boarding students, comparative studies, becoming hafidz/hafidzah, and being able to reflect noble character. Medium-term planning is doing room roling to get to know each other better, room cleaning competitions, KSM (Madrasah Science Competition). While the short-term planning is memorizing deposits, tadarus, muhadharah, annisa forums, additional religious and academic studies, congregational prayers at the Mushalla, sunnah prayers and sunnah fasting.

### **2. Implementation of the Boarding School Program at State Madrasah Aliyah**

After planning properly, effectively and efficiently, the most important thing in the Boarding School program is implementation. Implementation is a form of realization of the planning that has been made, implementation seeks to mobilize existing resources and utilize facilities or infrastructure for the smooth running of each program to be implemented so that it is in accordance with the objectives (Anisa & Murniyetti, 2022).

The implementation of each program plan that has been prepared has been carried out properly, starting from long-term, medium-term and short-term planning. The implementation of long-term planning which is carried out annually, namely the separation of madrasa students every year, comparative studies to MAN 2 Jambi, hafiz qur'an 5 juz, has reflected noble character and is able to compete regarding science and technology and imtaq in society. For medium-term planning, which is

carried out every semester, there are room cleaning competitions, room roling to get to know each other better each semester and training to take part in KSM. While the short-term planning is that the memorization deposit is carried out 2 times a week, tadarus every day, muhadharah every week, annisa forum every Friday, congregational prayers at the Mushalla, sunnah prayers, sunnah fasting and additional learning in academic fields such as science, mathematics, history and language subjects English. Whereas in the religious field such as Arabic, Fiqh, Al-Qur'an Hadith and SKI subjects, the implementation is 2 times a week, two days for class X, two days for class XI and two days for class XII according to the schedule.

The impact of the Boarding School program in the academic and religious fields. In the academic field, namely achievement/champions in class, good mastery of material because they get additional learning outside of formal school hours, so dormitory students are more active than students who are not in dormitories. Then in the religious field, namely mastery of the Arabic language is better, memorization continues to increase, obedience in worship, morality, good manners, dress more religiously, grammar is also maintained both for teachers and for their peers.

### **3. Evaluation of the Boarding School Program at MAN 2 Pesisir Selatan**

After the implementation of the Boarding School program, of course there will be an evaluation of the program. With evaluation, it can be seen the results obtained from the Boarding School program and can also find out what are the supporting and inhibiting factors of each program implementation that has been planned, so that the advantages and disadvantages can be increased and minimized from each implementation of the Boarding School program.

Program evaluation is an effort to determine the effectiveness of program components in supporting the achievement of program objectives (Hulukati & Rahmi, 2020; Mujizatullah, 2021). Thus, if it is known that the learning outcomes (as the expectations of the learning program) are unsatisfactory, one can look for where the deficiencies lie or which components are not working properly (Andiarna & Kusumawati, 2020; Mulyati & Sisrazeni, 2022; Satriani & Putra, 2021).

The results of the Boarding School program have been well achieved according to the targets in the plan. Programs that are realized in the academic field, namely excelling in class are proven by being class winners, mastering the materials well because they get additional learning outside of formal school hours, mastering Arabic. Whereas in the non-academic field, namely being able to memorize 5 chapters of the Qur'an, having noble character, good religion such as (always praying in congregation at the Mushalla, fasting our sunnah Mondays and carrying out sunnah prayers), active in extracurricular activities of scouts, osim and paskibraka such as boarding students who became a representative for MAN 2 Pesisir Selatan to join the Flag Raising Team for the 76th Indonesian Independence Day for Pesisir Selatan Regency in 2021. Programs that were not realized in the academic field, namely additional evening study according to the subject matter students liked had not been implemented. Whereas in the non-academic field, that is, tahfiz of the Qur'an with 15 juz



memorization has not yet been implemented, now there are those who memorize 5 juz of the Qur'an. Dormitory students have also applied what they got while participating in the Boarding School program. Both applied at school and at home as well as in the midst of society.

Supporting factors for the Boarding School program are adequate infrastructure with a dormitory building, prayer room also equipped with a comfortable learning park. Then the availability of wifi facilities for dormitory students, adequate human resources so that they can provide additional learning lessons both in the academic and religious fields. Availability of adequate infrastructure and human resources who also have capabilities in their respective fields so that the implementation of the Boarding School program runs well and is in accordance with the objectives. Meanwhile, from the inhibiting factor, namely in terms of sources of funds, which are still lacking, while there are quite a lot of activities to be carried out and it requires large funds. The costs used for the Boarding School program are currently through the Bos Fund. However, the Madrasah head continues to try to assist in the implementation of the Boarding School program. Such as working with BUMN and BUMD. Then from parents who don't cooperate with the madrasah so they are less aware of the disciplines in the dormitory that order their children to go home without the right reasons because dormitory students have a schedule to go home and must be obeyed. Besides that, the obstacle was also in terms of time, namely when the implementation of the Boarding School program clashed with extracurricular activities such as scouts. The solution is to find a replacement day to keep doing it.

#### **D. CONCLUSION**

School program planning at Madrasah Aliyah Negeri is structured based on long-term, medium-term and short-term planning. Then the planning is socialized directly through meetings at the beginning of the new school year, official meetings, workshop activities, discussion forums and committee meetings. Then there is also done through social media such as WhatsApp, Instagram, Facebook or Twitter. Dissemination to teachers, staff, all stakeholders in the madrasa, the community, parents and students is carried out in the teacher's room, Mushalla Nurul 'Ilmi and the meeting hall at the madrasa. The implementation of the Boarding School program at the State Madrasah Aliyah refers to the plans that have been prepared. Evaluation of the Boarding School program at Madrasah Aliyah Negeri in accordance with the targets in the plan. Supporting factors for the Boarding School program are adequate infrastructure, availability of wifi and competent human resources in their fields. Whereas from the inhibiting factors, namely in terms of sources of funds, the lack of cooperation between parents and madrasahs and clashes in the Boarding school program with extracurricular madrasahs.

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