



Implementation of Islamic Boarding School-Based Madrasah Management in Improving Student Services and Development

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DOI: <https://doi.org/10.61987/bamj.v2i2.506>

Abstract:

This research is motivated by the rapid development of science and technology in the current era of modernization which has a great influence on various areas of community life, especially in the fields of education, social, and culture, including in Islamic boarding school education. With a focus on knowing the implementation of Islamic boarding school-based madrasah management and to find out the development of students. This study uses a descriptive qualitative research method. The data collection techniques are interview, observation and documentation methods. The results of this study indicate that the Implementation of Islamic Boarding School-Based Madrasah Management that is applied has an impact on the activities of students at Ma'had whose concept is directed to carry out activities related to Islamic boarding school education and curriculum, the development given to students is given with various methods, namely through approaches and motivation, accompanied by three development indicators, namely, attendance level, ability and encouragement.

ARTICLE HISTORY

Received 1 October 2024

Revised 5 November 2024

Accepted 8 January 2025

KEYWORDS

Islamic Boarding School, Madrasah Management, Student Development, Education Management, Modernization

INTRODUCTION

Islamic boarding schools play an important role in religious education in Indonesia, where they function as institutions that not only teach religion, but also shape the character and skills of students. However, along with the development of the times, many Islamic boarding schools face challenges in managing and fostering students effectively, especially related to the lack of human resources and the implementation of optimal management (Ayumiati et al., 2024). This has an impact on the quality of education and guidance provided to students, which ultimately affects the success of the institution in realizing broader educational goals (Kasmah et al., 2023; Lutfauziah et al., 2024).

Education in Islamic boarding schools has goals that are in line with national education goals, namely to develop the potential of students in various aspects of life, including spiritual strength, morals, and skills. However, the implementation of good management in the management of Islamic boarding schools is often hampered by the lack of human resources and the implementation of proper management. According to Putri et al., (2023), management is a process that includes planning, organizing, and using resources to achieve predetermined goals. The implementation of effective management in Islamic boarding schools, especially in the development of students, will greatly

Cite in APA style as:

Ihsan, M. F., Muflihah, U. N., & Aimah, S., (2025). Implementation of Islamic Boarding School-Based Madrasah Management in Improving Student Services and Development. *Business and Applied Management Journal*, 2(2), 81-90.

determine the quality of education and the success of the institution (Sirojuddin et al., 2022; Utama & Akbar, 2023).

Research on Islamic boarding school management reveals various challenges in implementing effective management for fostering students. (Fathullah et al., (2023) found that despite rapid technological developments, many Islamic boarding schools have difficulty integrating technology into fostering management, creating a gap between digital progress and the ability of Islamic boarding schools to utilize it. In line with this, Mujahidin et al (2021) and Ataman et al. (2024) emphasized that many modern Islamic boarding schools are less than optimal in implementing planning and organizing, due to limited human resources and understanding of systematic management, which ultimately reduces the quality of fostering students. Research by Wayoi et al (2024) added that strong leadership is a key factor in the success of Islamic boarding school education management, where curriculum management integrated with religious values is an important aspect in improving the quality of education. Iryani et al. (2021) also found that inadequate human resource management, especially in terms of training Islamic boarding school managers and teachers, is an obstacle to implementing effective management. Anismar et al (2023) confirmed this finding by showing that poor coordination between Islamic boarding school managers and teachers also hampers the targeted and effective development of students.

Although there are various studies on educational management in Islamic boarding schools, there are still few that specifically examine the implementation of Islamic boarding school-based management. This gap indicates the need for more in-depth research related to the implementation of santri development management in Islamic boarding schools by considering the local context and challenges faced by the educational institution. This study aims to fill this gap and contribute to the development of more effective Islamic boarding school management.

This study offers a different approach from previous studies by focusing on the implementation of pesantren-based management. Unlike previous studies that discussed more theories or general policies, this study aims to reveal how santri development management is applied concretely in the context of Islamic boarding schools that have their own characteristics and challenges. This is expected to provide practical solutions in improving the quality of santri development.

This study aims to examine and analyze the implementation of pesantren-based management in fostering students. By knowing how management is implemented, it is hoped that this study can provide practical recommendations to improve the effectiveness of pesantren management and the quality of education received by students. This study also aims to provide new insights for pesantren managers in implementing better management to support national education goals.

RESEARCH METHOD

This study uses a qualitative approach, which aims to understand the phenomena that occur in depth in a natural context. This qualitative method was chosen because this study focuses on describing the symptoms, experiences, and perceptions experienced by the research subjects. In accordance with the definition put forward by Thoha & Hannan (2022) qualitative research seeks to see and understand what is experienced by the research subjects, including behavior, perceptions, and actions in a natural context and by utilizing various natural methods such as interviews and observations.

This study uses a descriptive approach. The purpose of this approach is to provide a clear and in-depth picture of the phenomena that occur in the field, especially about how the management of student development is carried out. This method allows researchers to collect more comprehensive information about the management practices used and the variables that influence student development. The location of this study is at the Ma'had Islamic Boarding School located at MAN 1 Probolinggo. This location was chosen because this educational institution has a boarding school that is still developing and facing problems in implementing good student development management.

In-depth interviews, participant observation, and documentation studies were used to collect data in this study. In-depth interviews were conducted with Islamic boarding school managers, teachers, and several students to obtain information on how the management of student development is implemented (Sahid et al., 2021). Participatory observation was conducted by directly observing the development activities in the Islamic boarding school, allowing researchers to directly understand its dynamics. Documentation studies were also used to collect data on policies, development programs, and reports on Islamic boarding school management activities.

To analyze the data collected from observation, documentation, and interviews, qualitative data analysis with an inductive approach will be used. The analysis begins by organizing, coding, and categorizing the data based on emerging topics. After the data is grouped, patterns and relationships between variables will be found. This study will reach conclusions using data collected from interviews, observations, and documentation research (Bakri, 2021). These conclusions will explain the theory of educational management and santri development. In addition, the conclusions will include recommendations to improve the quality of pesantren management, especially in santri development, so that they can achieve the goals of pesantren education more effectively.

RESULTS AND DISCUSSION

Integrated Approach to Improving the Quality of Education

The management of Islamic boarding school-based madrasah management is carried out macro, meaning as a whole. The management of Islamic boarding school-based madrasahs carried out cannot be separated from the management function in the form of planning, organizing, implementing and supervising which is often referred to by the abbreviation POAC (in English). The Director of Ma'had MAN 1 Probolinggo, Mr. Munir, said that "Disimi implements madrasah management, namely by using planning, organizing, and so on. Management processes are used to organize and conceptualize each component of our operations, in order to facilitate the implementation of activities." (W1.M).

This statement shows that the management implemented at Ma'had is not only limited to planning, but also includes efficient organization and structured implementation, which ensures that every component of activities at the Islamic boarding school runs well.

Continued with a discussion with one of the managers of the Islamic boarding school, Ustadzah Siti, emphasized that "Every activity in this Islamic boarding school is designed to integrate religious values with general knowledge. We strive to ensure that curriculum management is carried out with a balance between yellow books and national curriculum materials." (W2.S) This shows that Ma'had has a holistic approach in

education management, which not only focuses on academic achievement, but also on the spiritual and moral development of students, in accordance with the principles of Islamic boarding school-based education.

In addition, an interview with one of the students, Ahmad, added that "Here we do not only study with textbooks, but also practice the values we learn directly in everyday life. The management here really helps us to be able to focus on learning goals and also improve morals." (W3.A) Ahmad highlighted that the implementation of pesantren-based management at Ma'had also focuses on character building and noble morals, which are one of the main goals of pesantren education. In line with this, the implementation of pesantren-based madrasah management is depicted in the Figure 1,

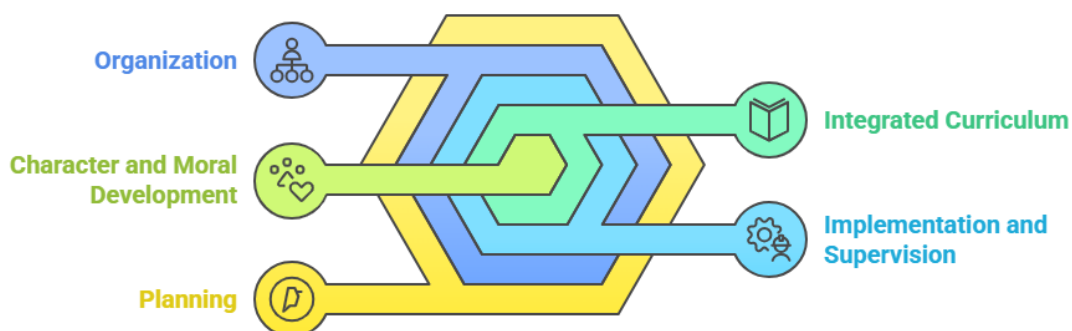


Figure 1. Islamic Boarding School Based Madrasah Management

Overall, seen from the chart above, it shows that there is a relationship that connects the implementation of Islamic boarding school-based madrasah management which is greatly influenced by a systematic and planned management structure (Irman et al., 2023; Nugraha & Ilma, 2024; Sahid et al., 2021). Thus, this Islamic boarding school is not only successful in managing academic education, but also in fostering the character of students, as evidenced by Maduningtias et al. (2022) experience who feels that he gets double benefits of knowledge and good morals from the management applied. Islamic boarding school-based madrasah management is indeed one of the methods used in this madrasah, especially here it has prepared a Ma'had which is almost the same as an Islamic boarding school, why is that because this madrasah implements a boarding school system, namely starting from activities, education, curriculum to the learning system that uses yellow books (Zulkarnain & Zubaedi, 2021).

Holistic Approach in Forming Character and Knowledge

Student coaching is an effort or action carried out effectively and efficiently to obtain better results. According to Mangunhardjana in Fasya et al (2024), coaching is a step or process that aims to help individuals develop and improve their skills and goals through structured and efficient actions. This coaching covers various aspects, from spiritual development, character, to academic skills of students. At Ma'had MAN 1 Probolinggo, student coaching is carried out systematically by involving Ma'had guardians as managers and main coaches at each class level.

Based on an interview with Mr. Munir, as the Director of Ma'had, he stated; "In providing opportunities for the guardians of Ma'had to guide students, the Guardians of Ma'had in this ma'had are tasked based on levels, namely guardians of Ma'had class 1, 2, and 3. Guidance is carried out by arranging free time for students. The purpose of

guidance is to improve the morals and personalities of students through an intensive approach involving various ways of interaction.

In addition, an interview with one of the guardians of the Ma'had, Ustazah Siti, revealed that the development of students is not only carried out in the classroom, but also in the daily lives of students; "Development here prioritizes direct relationships with students. Each guardian of the Ma'had is responsible for monitoring and helping students develop academically and spiritually. We always try to make this development time meaningful for students by providing theoretical and practical teaching that they can apply." (W5.M).

Then, the planning with Ahmad, who is a 3rd grade student who showed his views on the coaching process received; We get a lot of benefits from the construction at this location. We not only receive in-depth religious lessons, but are also given guidance to develop our morals and personalities. The guardian of the Ma'had and fellow senior students interact directly with this training. The closer we are to the caregivers, we feel that they really care about our growth" (W6.Ws).

Based on the results of this interview, it can be concluded that the guidance of students is applied systematically by involving several levels of Ma'had guardians and is carried out with an intensive and in-depth approach. This guidance aims to not only develop academic aspects, but also improve the morals and personalities of students as a whole. Thus, the form of guidance of students applied is as follows Table 1,

Table 1. Guidance for Students at Islamic Boarding School MAN 1 Probolinggo

Coaching Process	Findings
Coaching Management	Guidance is carried out by Ma'had guardians according to grade levels (1, 2 and 3). Coaching adjusts to loose time and is carried out with an intensive approach.
Academic Development	Academic guidance is carried out by monitoring learning development and providing intensive guidance in the students' daily lives.
Character Building	Character building is carried out through a personal approach and interaction with fellow senior students to improve morals and personality.
Focus of Coaching	Focus on spiritual and academic development, as well as character and personality formation of students through a holistic and intensive approach.
Coaching Methods	Coaching is carried out using direct approach methods, observation, and teaching based on experiences that are meaningful for students.

Table 1, the coaching is carried out in a holistic and systematic manner, involving various parties such as the Ma'had guardian and fellow senior students. This coaching is not only limited to academic aspects, but also places great emphasis on the development of the character and morals of students, with an intensive and attentive approach to the development of individual students (Yusuf, 2022). The Ma'had Guardian organizes coaching based on class level and is carried out in a short time with an intensive approach to maximize the development of students. Academic coaching emphasizes intensive supervision and guidance of the students' learning process in everyday life (Chaniago et al., 2024). Character coaching emphasizes an individual approach and interaction between senior students to improve morals and personality. The main focus of coaching is character, spiritual, and academic development (Ridwan et al., 2023). This is done through a holistic and comprehensive approach. Direct approaches, observation, and experience-based teaching are some of the coaching methods used, and are considered more effective in providing meaning and positive impacts for students.

Managerial Approach to Holistic Development

This santri development uses an effective and efficient management approach to organize the activities of the santri. This method refers to the theory of Robert L. Katz, which states that development is a systematic process carried out to help people develop skills, knowledge, and attitudes through structured and directed actions. Pesantren management is very important in managing Ma'had and creating an environment that supports the santri development process. Santri produced from well-managed pesantren not only have religious knowledge but also have noble morals, are disciplined, and are ready to face life's challenges.

This guidance is carried out through a clear division of tasks and authority, especially by appointing homeroom teachers for each level. Homeroom teachers, also called Ma'had teachers, are responsible for guiding students in grades 1, 2, and 3. Guidance is also carried out by homeroom teachers and caretakers and mudirs, who provide general direction. Therefore, guidance becomes more organized and focuses on improving the personal and intellectual qualities of students, which are adjusted to their age and level of education.

In contrast, the coaching pattern of Ma'had reflects several metrics found in previous studies, as mentioned by (Nursyamsi et al., 2023) . One important indicator in this coaching is the attendance of students, which is used to measure the level of discipline of students in participating in activities at Ma'had. A good attendance rate indicates a high level of commitment and discipline in participating in all activities regulated in the pesantren curriculum. This discipline not only affects students' academic growth but also contributes greatly to the formation of good character and habits in everyday life.

In addition, it also implements the IQAB system, which is a punishment or sanction given to students who do not meet the established discipline standards. The main purpose of this system is to educate students about the importance of responsibility, discipline, and respect for applicable rules. Wali Ma'had uses this system wisely to improve the discipline of their students.



Figure 2. Cultivating Disciplined, Knowledgeable And Motivated Students Through Effective Management

Figure 2, it can be concluded that knowledge is an important component in the development of students. Knowledge development is carried out through learning and teaching methods that are in accordance with the regulations set by the Islamic boarding school (Fadhilah & Syamsuri, 2023; Asroni et al., 2024). Here, students gain a deeper

understanding of religion through a well-designed curriculum, which includes learning about things that are relevant to the times and yellow books. This process helps students acquire not only theoretical knowledge, but also practical skills that they can use in their daily lives.

This encouragement can be in the form of enthusiasm to continue learning and developing, which is given by the caretaker, the guardian of the Ma'had, or fellow senior students. Support in the form of motivation and positive input is very important to maintain the enthusiasm of students in carrying out learning activities and boarding school activities. This encouragement not only improves students' academic achievement, but also encourages them to develop their potential in spiritual, social, and personal matters (Ayuhan et al., 2022; Rohmad et al., 2024). Islamic boarding school has succeeded in creating an environment that supports the formation of quality students as a whole through a well-organized managerial pattern, the implementation of a firm but educational discipline system, and consistent motivational encouragement (Annur et al., 2022). Thus, the implementation of good management in fostering students plays an important role in achieving broader educational goals, namely producing a generation that is not only superior in science but also has noble morals and is ready to contribute positively to society (Basori et al., 2023). The results of the study are expected to provide benefits for Islamic boarding school institutions as a form of reference for growth in developing better education.

CONCLUSION

Islamic Boarding School-Based Madrasah Management is implemented to improve management, facilitate activity concepts, and improve patterns of ability and knowledge to foster students to improve their abilities. During the management process, management functions remain, including activity planning through management meetings. Organization is carried out by forming a committee that is responsible for the plans that have been set. Implementation, which is carried out by holding and completing previously planned activities. In addition, supervision is carried out through conditioning and direct direction from the caretaker and head of the Ma'had. Students are trained to improve their skills and goals by taking effective and efficient actions. In addition, coaching to improve the abilities, skills, and attitudes of students is carried out through motivational encouragement and other indicators, such as attendance rates, to improve students' discipline through punishment programs. The knowledge aspect is carried out in the form of learning. Encouragement is to provide motivation for every Friday night activity.

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