Implementation Of Boarding School Management At Madrasah Aliyah Negeri

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Abstract

This study aims to analyze the implementation, supervision, and challenges of boarding school management at Madrasah Aliyah Negeri (MAN) 4 Muara Fajar Rumbai. The study employs a descriptive qualitative approach with data collection techniques including interviews, observations, and documentation. Informants consist of the head of the madrasah, vice principals of curriculum and facilities, boarding school supervisors, and student boarders. Data were analyzed through reduction, presentation, and conclusion drawing, while data validity was ensured using source and technique triangulation. The findings indicate that the boarding school management at MAN 4 Muara Fajar Rumbai has implemented several flagship programs, such as English and Arabic language proficiency, as well as tahsin and tahfidz programs. Character development is conducted 24 hours a day, both at school and in the dormitory. Supervision is carried out formally through weekly routines and evaluations, as well as informally through remote communication during holidays. Challenges include limited facilities, students' reluctance to stay in dormitories, burnout due to full-day programs, and technical issues in the dormitory environment, such as cleanliness, bullying, and facility damage. This study concludes that although the implementation of boarding school management is relatively effective, improvements in facilities and enhanced coaching strategies are necessary to address the challenges and improve students' comfort. The findings of this study are expected to serve as a reference for the development of boarding school-based education systems in other institutions.

Keywords: Implementation, Management, Boarding School, Residential Education

Introduction

In the era of globalization, rapid advancements in technology and information have significantly influenced various aspects of life, including education. Education is tasked with preparing human resources capable of facing the challenges of modern life, where efficiency and effectiveness are paramount. This has led to increased competition among educational institutions, both public and private, to provide quality education that meets the demands of intellectual, technological, and moral development (Sagala, 2011; Mulyono, 2017; M Fahli Zatrahadi, 2023).

Globalization has not only enhanced educational innovations but also introduced challenges in maintaining moral and ethical values among students. The rising influence of digital media, coupled with the erosion of traditional values, has necessitated educational strategies that integrate both academic excellence and character building. The Islamic boarding school system, which incorporates the traditional pesantren model with modern educational approaches, has emerged as a promising solution (Rasyid, 2017; M Fahli; Zatrahadi & Zubaidah, 2015). Boarding schools offer a holistic educational environment where students live, learn, and grow within the institution, fostering moral discipline and comprehensive character development (Syahri, 2019; Septilinda & Subiyantr, 2017).

Madrasah Aliyah Negeri (MAN) 4 Muara Fajar Rumbai has embraced the boarding school system to address the unique challenges faced by its students and to remain competitive as an Islamic educational institution. Initially established as a branch of MAN 1 Pekanbaru, MAN 4 Muara Fajar Rumbai has implemented innovative programs to integrate Islamic values with modern science and technology. Flagship programs include proficiency in English and Arabic, Quranic studies (tahsin and tahfidz), and character-

building activities that operate continuously within the school and dormitory environment (Munandar, 2018; Rizkiani, 2012). These programs aim to nurture students who excel academically and possess strong moral character, aligning with the institution's vision to create individuals who are not only knowledgeable but also ethically grounded.

However, the implementation of the boarding school system is not without challenges. MAN 4 Muara Fajar Rumbai faces several issues, including limited facilities, students' reluctance to adapt to dormitory life, and burnout resulting from intensive daily schedules. Furthermore, social challenges such as bullying and lack of cleanliness in dormitories have been reported, reflecting the need for continuous supervision and systemic improvements (Rizkiani, 2012; Septilinda & Subiyantr, 2017).

This study seeks to analyze the implementation, supervision, and challenges of boarding school management at MAN 4 Muara Fajar Rumbai. By examining the successes and limitations of its programs, this research aims to provide actionable insights for improving the boarding school system. It also contributes to the broader discourse on Islamic education management, particularly in fostering a balance between academic achievement and character formation.

Method

This study employs a descriptive qualitative research approach to analyze the implementation of boarding school management at Madrasah Aliyah Negeri (MAN) 4 Muara Fajar Rumbai. Qualitative research is particularly suited for understanding phenomena within their natural settings, emphasizing the meanings and interpretations given by participants (Creswell & Poth, 2018). The research focuses on exploring the planning, implementation, supervision, and challenges associated with the boarding school management system.

The study was conducted at MAN 4 Muara Fajar Rumbai, located in Muara Fajar, Rumbai, Pekanbaru. The site was chosen due to its established boarding school program and the institution's ongoing efforts to integrate Islamic values with modern educational practices. Preliminary observations were conducted in May 2023, followed by the main data collection phase in September 2023 after the proposal seminar.

Participants in this study were selected using purposive sampling to ensure the inclusion of key informants relevant to the research objectives. They included:
1. Key Informants: The principal of MAN 4 Muara Fajar Rumbai as the main decision-maker and implementer of policies.
2. Supporting Informants: The vice principals of curriculum and facilities, dormitory supervisors (musrifah), and two student boarders representing the student perspective.

To capture a comprehensive understanding of the boarding school management system, data were collected using three main techniques:
1. Interviews: Semi-structured interviews were conducted with all participants to explore their insights, experiences, and perceptions regarding the management and challenges of the boarding school. This approach allowed for flexibility while maintaining focus on the research questions (Bryman, 2016).
2. Observations: Non-participant observations were carried out to gain first-hand insights into the daily operations, routines, and interactions within the school and dormitory settings.

3. Documentation: Institutional records, policy documents, and reports were analyzed to supplement interview and observation data and provide a more robust understanding of the boarding school management processes.

The data were analyzed using an interactive model, involving the following steps (Miles, Huberman, & Saldaña, 2014):

1. Data Reduction: Identifying, summarizing, and categorizing key data relevant to the study objectives.
2. Data Display: Organizing data into matrices, tables, and narratives for easy interpretation.
3. Conclusion Drawing and Verification: Synthesizing findings and confirming conclusions through cross-checking with participants and triangulation.

Validity and Reliability

To ensure the credibility and trustworthiness of the research, the following strategies were employed:

1. Triangulation: Data were triangulated using multiple sources (e.g., interviews, observations, and documents) and methods to validate findings (Patton, 2015).
2. Member Checking: Preliminary findings were shared with participants to confirm accuracy and resolve discrepancies.
3. Prolonged Engagement: Sufficient time was spent in the research setting to build rapport with participants and gain a deeper understanding of the context.

Results and Discussion

This section presents the findings of the study on the implementation of boarding school management at Madrasah Aliyah Negeri (MAN) 4 Muara Fajar Rumbai. The results are discussed in three sub-sections: implementation, supervision, and challenges, supported by relevant theoretical perspectives and data collected during the study.

Implementation of Boarding School Management

The findings reveal that the boarding school management at MAN 4 Muara Fajar Rumbai has been executed effectively in several areas. The institution has implemented flagship programs aimed at integrating Islamic values with modern education, such as proficiency in English and Arabic, as well as Quranic studies (tahsin and tahfidz). These programs are designed to strengthen students' religious knowledge while equipping them with global competencies (Syahri, 2019; M Fahli Zatrahadi et al., 2022).

Moreover, character development is a central focus of the boarding school, with activities conducted continuously in both school and dormitory settings. The integration of character education into daily routines fosters discipline, respect, and a sense of responsibility among students (Rizkiani, 2012). This approach aligns with the holistic educational goals of Islamic boarding schools, which aim to nurture well-rounded individuals who excel both academically and morally (Septilinda & Subiyantr, 2017).

Supervision of Boarding School Activities

Effective supervision mechanisms are in place to ensure that the boarding school programs run smoothly. Formal supervision is conducted weekly through scheduled evaluations by school staff, including the vice principal of facilities and the dormitory supervisors. Informal supervision is carried out through direct communication with students during their daily activities and via remote communication during school holidays (Munandar, 2018).

The supervisory process includes monitoring students' academic progress, dormitory conditions, and program participation. Regular meetings among supervisors, teachers, and

dormitory staff are held to discuss and address any emerging issues. This collaborative approach helps maintain the quality and consistency of the boarding school system (Rasyid, 2017).

Challenges in Boarding School Management

Despite the positive outcomes, several challenges have been identified in the implementation of the boarding school system. The most prominent issues include: Limited Facilities: Insufficient dormitory space, inadequate infrastructure, and a lack of recreational facilities are recurring problems. These limitations affect the comfort and overall experience of students living in the boarding school environment (Syahri, 2019). For instance, damaged roads within the school premises and a non-functional mosque hinder the students' ability to fully engage in religious and extracurricular activities.

Adaptation Issues: Some students struggle to adapt to the boarding school lifestyle, citing homesickness and discomfort in dormitory settings. These challenges are particularly common among first-year students who are new to the system (Rizkiani, 2012). Reports of cleanliness issues and peer conflicts, including instances of bullying, further exacerbate these difficulties.

Burnout and Fatigue: The intensive full-day schedule, which combines academic, religious, and character-building activities, often leads to student fatigue and disengagement. Addressing this requires adjustments to the schedule and the introduction of more flexible learning models (Munandar, 2018).

The findings of this study highlight the importance of integrating comprehensive management strategies into boarding school systems. The successful implementation of programs at MAN 4 Muara Fajar Rumbai demonstrates the potential of Islamic boarding schools to produce well-rounded individuals. However, the challenges identified underscore the need for systemic improvements.

Addressing facility limitations requires strategic planning and investment from stakeholders, including government support and community involvement. Enhancing the physical infrastructure and providing recreational amenities can significantly improve students' boarding experiences (Rasyid, 2017). Furthermore, targeted orientation programs and counseling services can help students adapt to the boarding school environment more effectively.

To mitigate burnout, it is recommended that schools incorporate balanced schedules that include adequate rest periods and recreational activities. Integrating student feedback into program planning can also ensure that their needs and preferences are considered (Septilinda & Subiyantr, 2017). The study confirms the relevance of continuous supervision and collaborative management in sustaining the quality of boarding school systems. These practices not only ensure program effectiveness but also foster a supportive environment for both staff and students (Syahri, 2019).

Conclusion

The implementation of boarding school management at MAN 4 Muara Fajar Rumbai has been effective in fostering students' academic excellence and character development through flagship programs such as English and Arabic language proficiency, tahsin and tahfidz, and 24-hour character-building activities in school and dormitory settings. Supervision mechanisms, including weekly evaluations and informal communication, have contributed to maintaining program quality. However, challenges remain, such as limited facilities, students' difficulty in adapting to the boarding environment, and fatigue from intensive daily schedules. Addressing these challenges requires infrastructure improvements, enhanced counseling and orientation programs, and more balanced activity

schedules. Despite these limitations, the findings underscore the significant potential of Islamic boarding schools in producing well-rounded individuals equipped with religious values and modern competencies, highlighting the importance of continuous improvement and collaborative management to achieve sustainable educational outcomes.

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