

Implementation of Islamic Educational Management through Boarding-Based Student Development to Realize an Effective Madrasah

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Abstract

The development of education in Indonesia is experiencing increasing change and progress, particularly in Islamic-based educational institutions such as madrasahs. This study aims to examine in-depth the governance of student development in a boarding school-based education model as an effort to realize an effective and superior Madrasah Aliyah Negeri 2 Tangerang. Using a descriptive qualitative approach, data were collected through in-depth interviews, non-participant observation, and documentation studies. The data analysis process followed the interactive framework of Miles, Huberman, and Saldana, which includes data condensation, data presentation, and drawing conclusions, with validity guaranteed through triangulation of sources and techniques. The research findings indicate that the implementation of managerial functions including planning, organizing, mobilizing, and supervising has been harmoniously integrated with the principles of school-based management. This synergy has been proven to create an educational ecosystem conducive to optimizing student potential. This managerial transformation has had a substantial impact on improving academic and non-academic achievements, strengthening students' disciplined, religious, and independent character, and strengthening the image and public trust in the institution. To ensure sustainable quality, this study recommends a comprehensive strategic approach to addressing managerial obstacles, particularly related to strengthening budget allocation, improving coordination, and developing the competencies of boarding school supervisors. Theoretically and practically, this research confirms the significance of transforming boarding school-based student development management in accelerating the achievement of highly competitive madrasahs Boarding Schools, Effective Madrasahs, High-Achieving Madrasahs, Student Development Management

Keywords



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INTRODUCTION

The development of education in Indonesia is experiencing increasing change and progress, particularly in Islamic-based educational institutions such as madrasahs (Ilmamuna, Mu'ammam, & Hadi, 2023). In the past, some considered madrasahs to be less competitive,

backward, and uncompetitive. However, the view of madrasas has now shifted, from being considered second-rate to being increasingly respected (Hariyadi, 2023). This is due to efforts to improve and enhance the quality of madrasas from various aspects, including curriculum, teaching staff, facilities and infrastructure, and institutional management (Hakim, 2021). One such effort is the development of student development management based on boarding schools. The boarding school concept is considered a solution to realizing effective and high-achieving madrasas (Setiawan, Bafadal, Supriyanto, & Hadi, 2020). The boarding system allows students to receive intensive and comprehensive education and guidance, encompassing academic, personality, and spiritual aspects (Afista & Bakar, 2021; Ilmamuna et al., 2023; Setiawan et al., 2020). Another advantage is that students can focus on learning without external distractions (Taufikin, 2021).

Madrasahs (Islamic schools) must respond to the challenges of the times and the ever-evolving needs of society by adapting to changes in student development management, shifting from conventional methods to a boarding school-based student development model (Setiawan et al., 2020). The boarding school system essentially offers an integrated learning environment, focusing on holistically developing students' character, discipline, and skills through comprehensive curricular and extracurricular activities (Afista & Bakar, 2021). Therefore, madrasahs can produce graduates who excel not only academically but also possess strong personal and spiritual qualities. Technically, the boarding school system requires students to live in separate dormitories for boys and girls. The boarding school system has the potential to improve the quality of education, particularly in terms of student development, as it emphasizes character development, discipline, and responsibility through intensively programmed activities (Manshuruddin & Rangkuti, 2023).

Several studies have shown that fostering student achievement through the boarding school system has proven effective in improving student quality and achievement, both in academic and non-academic areas (Wu, 2023). Other research also indicates that boarding schools can shape students' character and discipline, thereby increasing their independence and adaptability in the community (Purwoko, 2022). Based on the Google Search Engine database, previous research used keywords referring to research on the transformation of boarding school-based student development management towards effective and high-achieving madrasas,

Based on the Google Search Engine database analyzed on May 4, 2026, at 11:00 a.m. Western Indonesian Time (WIB), 11 research articles on boarding school-based student development management were found. These studies linked management, character, development, morals, boarding schools, madrasas, and human resource management. Boarding school-based student development in madrasas also receives support from government policy. This is reflected in Minister of Religious Affairs Regulation Number 60 of 2015 concerning the Implementation of Madrasah Education, which stipulates that madrasas can develop boarding school programs as an effort to improve the quality and effectiveness of education (Hariyadi, 2023).

Pre-research data shows that MAN 2 Tangerang has implemented a boarding school system in its madrasah management, particularly in student development, since 2019. In the 2023/2024 academic year, MAN 2 Tangerang has 306 students out of 1,522 people, or approximately 20.11%, living in dormitories. These students are cared for by 9 mentors using a comprehensive coaching method covering academic aspects, character, discipline, and skills. In the academic aspect, the main coaching material is the reinforcement of mathematics, English, Arabic, and science subjects, in addition to continuing to implement mandatory national curriculum programs. Disciplinary character development is carried out through routine habits such as congregational prayer, cultum (sermons), Koran recitation, and scouting activities.

This research is novel because it comprehensively examines the boarding school-based student development management process at a public madrasah, namely MAN 2 Tangerang. This has been largely unexplored in previous studies, which have tended to focus only on the effectiveness of boarding schools in character building, moral development, or academic achievement. Bibliometric analysis shows that research related to boarding school-based student development management remains very limited, with only 11 global studies focused largely on private madrasahs, Islamic boarding schools (pesantren), or the development of local cultural value models. This leaves a gap in the lack of in-depth studies on how management transformation occurs, the supporting and inhibiting factors, and its impact on the effectiveness and achievement of public madrasahs. This research addresses this gap by examining the integration of four development components (academic, character, spiritual, and skills).

This study also analyzes the implementation of PMA Policy No. 60 of 2015 in a real-world context. It also describes MAN 2 Tangerang's unique development model, which has proven to produce numerous national achievements. Thus, this research provides a new scientific contribution in the form of a more comprehensive, empirically based understanding of the transformation of boarding school-based student development management in creating effective and high-achieving madrasahs.

Based on these theoretical and empirical facts, this research aims to further examine boarding school-based student development management at MAN 2 Tangerang in an effort to create effective and high-achieving madrasahs. Specifically, this research aims to: 1) Describe the transformation of boarding school-based student development management at MAN 2 Tangerang; 2) Identify supporting and inhibiting factors for the implementation of boarding school-based student development management at MAN 2 Tangerang; 3) Analyze the impact of boarding school-based student development management transformation on the effectiveness and achievement of MAN 2 Tangerang.

METHODS

Penelitian ini menggunakan pendekatan kualitatif dengan jenis studi kasus. Teknik pengumpulan data dilakukan melalui wawancara mendalam (in depth interview), observasi non partisipan, dan analisis dokumen (Iswahyudi, 2020). Pada penelitian ini terdapat dua

sumber data yaitu sumber data primer dan sumber data sekunder. Sumber data primer diambil dari hasil wawancara kepada narasumber: kepala madrasah, wakil kepala madrasah bidang kesiswaan, pembina asrama, ketua komite madrasah dan perwakilan siswa, sedangkan data sekunder bersumber dari data observasi dan dokumentasi.

Teknik pengumpulan data terdiri atas wawancara mendalam, observasi non partisipan, dan dokumentasi (Hasibuan, 2022). Teknik analisis data menggunakan model interaktif Miles, Huberman dan Saldana dengan kegiatan kondensasi data, penyajian data, dan penarikan kesimpulan (Sugiyono, 2019). Data yang terkumpul, agar dipastikan akurat dan memiliki tingkat kepercayaan yang tinggi maka dilakukan uji keabsahan data dengan menggunakan teknik triangulasi sumber dan triangulasi teknik (Wulandari & Sumarah, 2021). Triangulasi sumber dilakukan dengan cara membandingkan informasi yang berasal dari beberapa narasumber. Sedangkan triangulasi teknik dilakukan dengan membandingkan informasi/data yang diperoleh dari wawancara, observasi dan dokumentasi.

FINDINGS AND DISCUSSION

Student Development Management Based on the Boarding School System at MAN 2 Tangerang

Planning of Boarding School–Based Student Development

The planning of student development at MAN 2 Tangerang is prepared based on the vision, mission, goals, and needs of students through the identification of their interests, talents, and potentials. Based on the results of this analysis, a comprehensive student development program is designed and integrated with the boarding school system. As stated by the Head of the Madrasah:

“In preparing the student development plan, we always refer to the vision, mission, and goals of the madrasah. Every year we conduct a comprehensive identification of students’ interests, talents, and potentials. The results of that identification become the basis for designing development programs that are not only academic, but also related to character, spirituality, and independence, in accordance with the boarding school system that we implement.” (Interview, Head of the Madrasah, 2024)

This planning is outlined in the Madrasah Curriculum document and the Madrasah Work Plan (Operational Work Plan), which are prepared by the curriculum development team and the boarding school management team. The work program includes planning for academic development activities, moral/character development, skills development, and health development. The work program is then disseminated to all madrasah stakeholders, especially to parents/guardians of students through the madrasah work meeting. Furthermore, it is established as an official madrasah document for student development through the dormitory (boarding school).

Organizing Boarding School–Based Student Development

The organizational structure of student development at MAN 2 Tangerang has two lines of coordination, namely internal madrasah coordination and external madrasah coordination.

Internal coordination involves the head of the madrasah, the vice principal for student affairs, the dormitory head, and dormitory supervisors. Meanwhile, external coordination involves the madrasah committee consisting of students' parents, as well as representatives from related institutions such as the Office of the Ministry of Religious Affairs of Tangerang City. This is based on the interview results with the Vice Principal for Student Affairs:

"The organizational structure of student development is indeed divided into two coordination lines. Within the madrasah, we coordinate directly with the head of the madrasah, the dormitory head, and the dormitory supervisors so that the program runs in an integrated manner. As for the external side, we involve the madrasah committee consisting of students' parents as well as the Ministry of Religious Affairs institutions. They help provide support, especially in terms of policy and strengthening the student development program." (Interview, Vice Principal for Student Affairs, 2026)

The organizational structure of the MAN 2 Tangerang Dormitory for the 2025/2026 Academic Year provides a comprehensive picture of the coordination flow, division of tasks, and work mechanisms operating within the boarding school-based student development system. Chart 1 was prepared based on official information obtained from the Head of Administration and validated by the researcher to ensure the accuracy of the data. Through this structure, the roles of each dormitory management element can be clearly seen, starting from the madrasah leadership, dormitory coordinators, supervisors, to supporting units, all of whom work in an integrated manner to realize effective and measurable development services for all students. This chart also serves as the basis for further analysis related to the management system, supervision, and quality of development programs implemented in the female dormitory of MAN 2 Tangerang.

The head of the madrasah is responsible for the policies and direction of boarding school-based student development. The vice principal for student affairs is responsible for coordinating and supervising the implementation of student development programs, both those carried out in the madrasah and in the dormitory. The dormitory head is responsible for managing and supervising the student development activities conducted in the dormitory. Dormitory supervisors are responsible for directly guiding students in the dormitory according to their respective areas of expertise. The madrasah committee and its members are responsible for providing suggestions, considerations, and support for the policies and student development programs implemented by the madrasah.

Implementation of Boarding School-Based Student Development

The implementation of boarding school-based student development at MAN 2 Tangerang is carried out through three main programs, namely academic development, character development, and skills development. Academic development emphasizes strengthening core subjects such as mathematics, English, Arabic, and science. Character development is realized through routine habituation activities such as congregational prayer, Qur'an memorization (tahfiz), short religious lectures (kultum), Islamic studies, scouting activities, and the cultivation of a healthy lifestyle. Meanwhile, skills development is adjusted

to students' talents and interests, such as sports, information and communication technology (IT), arts, and marching drill training (PBB). As stated by a dormitory supervisor:

"Our character development program is carried out consistently. For example, every dawn the children perform congregational prayer followed by a short religious talk. At night they participate in tahfiz and Islamic studies. In addition, there are scouting activities and the habituation of clean living. All of these activities are directed at building their discipline and sense of responsibility." (Interview, Dormitory Supervisor, 2024)

The development process is guided directly by MAN 2 teachers according to their respective areas of expertise. The learning methods used vary depending on the material, situation, and students' needs. The daily development/learning methods used in the dormitory (boarding school) environment of MAN 2 include lectures, practice/demonstration, discussion, assignments/field work practice (PKL), group work, games, drill and practice, and competitions. During the development process, the rules of reward and punishment apply. High-achieving students are given awards by the Head of MAN 2 in the form of certificates of appreciation and reductions in educational fees. Likewise, students who commit violations are given punishment in stages according to the type and level of the offense committed. The punishments are given progressively, starting from verbal warnings, written warnings, and up to being returned to their parents.

Supervision of Boarding School–Based Student Development

The supervision system for boarding school–based student development at MAN 2 Tangerang is carried out through periodic monitoring and evaluation. Monitoring is conducted by the coordinator of the female dormitory and the female dormitory supervisors to oversee the daily development process. Meanwhile, evaluation is conducted at the end of each semester by the boarding school management team involving the head of the madrasah, the vice principal for student affairs, the madrasah committee, and representatives of students' parents. The data obtained from the supervision process are used as the main material in the integrated coordination meetings between the madrasah and the dormitory management in determining the policies and decisions to be taken. Every student who participates in activities in the dormitory "boarding school" is awarded two graduation certificates, namely a graduation certificate from the dormitory and a graduation certificate from MAN 2 in the form of a diploma. As revealed in the interview with the vice principal for student affairs:

"We conduct the evaluation of student development at the end of every semester. The evaluation team consists of the head of the madrasah, myself as vice principal for student affairs, dormitory administrators, the committee, and representatives of parents. We review the monitoring data collected during one semester. From these data, new policies usually emerge, such as adjustments to the development schedule, strengthening of discipline programs, or improvement of guidance services." (Interview, Vice Principal for Student Affairs, 2026)

The management of boarding school–based student development carried out by MAN 2 Tangerang demonstrates a comprehensive effort to realize an effective and high-achieving

madrasah. The integration of formal and non-formal education systems has a positive impact on improving the quality of graduates, both in terms of knowledge, skills, and character (Fathiha & Achadi, 2023; Sidabutar & Manihuruk, 2022). The integrated pattern of student development management also plays an important role in supporting the creation of a conducive learning climate and the formation of student character (Patras, Iqbal, Papat, & Rahman, 2019). This is in line with the argument put forward by Suyatno that school-based management has been proven effective in improving school quality (Ibrohim, 2018). The boarding school system implemented at MAN 2 Tangerang also has potential in community empowerment. According to Sulaiman, pesantren as part of the boarding school system have a strategic role in empowering the surrounding community (Purwoko, 2022). This is because the values of independence, religiosity, and self-reliance instilled in the boarding school system can become provisions for students to empower society after graduation (Faridah, Arismunandar, & Bernard, 2018; Rostini, Zuhdi, & Lantari Ayundhari, 2020).

Supporting Factors

The Impact of Boarding School–Based Student Development Management on the Effectiveness and Achievement of MAN 2 Tangerang

Boarding school–based student development management at MAN 2 Tangerang has had a positive impact on the effectiveness and achievements of the madrasah. In terms of effectiveness, the madrasah has been able to provide quality educational services in both academic and non-academic aspects. Academic services include intensive tutoring, technology-based learning programs, and the enrichment of learning materials in the dormitory. Meanwhile, non-academic services include religious guidance, leadership development, and life-skills training organized in the dormitory. In addition, the madrasah has succeeded in creating a conducive school climate and culture that supports the formation of students who are more disciplined, religious, and independent. The existence of dormitory regulations consisting of three chapters and sixteen articles, covering general provisions, special provisions, classifications of sanctions, and additional regulations, has become one of the important factors encouraging the development of student discipline, attitudes, and positive behavior.

Another impact of the implementation of boarding school–based student development management is the improvement of the madrasah’s image and public trust, as indicated by the increase in the number of applicants for new student admissions over the last three years. This information reflects the growing confidence of the community in MAN 2 Tangerang as one of the formal educational institutions entrusted with the education of their children. In terms of achievement, MAN 2 Tangerang has obtained various academic and non-academic accomplishments at both regional and national levels. Among its academic achievements, the average National

Examination scores have shown continuous improvement from year to year. A total of 101 MAN 2 students were admitted to public universities through the National Selection Based on Achievement (SNBP), consisting of 2 students admitted to ITB, 2 to IPB, 3 to UNDIP, 1 to UNES, 82 to UNILA, and 11 to ITERA. In addition, 104 students of MAN 2 Tangerang were admitted to leading State Islamic Higher Education Institutions (PTKIN) through the SPAN-PTKIN pathway, including 89 students to UIN RIL, 7 to UIN Syarif Hidayatullah, 3 to UIN Sunan Gunung Djati, 2 to UIN Raden Fatah, 1 to UIN Sunan Kalijaga, and 2 to UIN Maulana Malik Ibrahim.

The data also show that the total number of MAN 1 Bandar Lampung City students admitted to public universities in 2024 reached 362 students, of whom 108 students or 30.2% came from dormitory classes. In the same year, one student from a dormitory class who had memorized 10 juz of the Qur'an passed the selection process for the Indonesian National Police and became a policewoman (POLWAN). The number of students who are hafidz of the Qur'an has also increased from year to year. Other achievements were recorded in the fields of sports, arts, and religious competitions. For example, two students of MAN 2 Tangerang won silver and bronze medals in the 2024 Indonesian Muslim Student Science Competition (KOSSMI) at Universitas Gadjah Mada. These data indicate an increase in student achievement in entering public universities from 2022, with 412 students or 85%, to 2023, with 426 students or 93.6%. In 2024, however, there was a decline to 362 students or 75%. According to Hj. Maryani, M.Pd., Head of MAN 2 Tangerang, this decline was caused more by students' errors in choosing universities strategically rather than by a decline in academic performance.

Overall, the findings show that the transformation of boarding school-based student development management at MAN 2 Tangerang consists of four interrelated managerial dimensions: planning, organizing, implementation, and supervision. The planning dimension includes the identification of students' interests, talents, and potential, curriculum preparation, the Madrasah Work Plan, and the Operational Plan. The organizing dimension covers the organizational structure as well as internal and external coordination. The implementation dimension includes academic development, character development, and skills development, while the supervision dimension includes monitoring by dormitory coordinators and dormitory supervisors as well as evaluation conducted by the management team. The transformation is also supported by several factors, including adequate facilities and infrastructure, leadership commitment, active participation of parents and the community, and the availability of professional human resources. On the other hand, the implementation

process still faces several obstacles, such as budget limitations, coordination between the school and the dormitory that is not yet optimal, the uneven competence of dormitory supervisors, and the need to improve student awareness and discipline.

The table above demonstrates that boarding school-based student development management at MAN 2 Tangerang has generated positive outcomes, both in terms of improving students' academic and non-academic achievements, shaping students' character to become more disciplined, religious, and independent, and strengthening the image and public trust in the madrasah. The positive impacts of this transformation can also be seen in the increasing number of students who have memorized the Qur'an from year to year, the declining number of students arriving late in the morning according to attendance records from the vice principal for academic affairs, and the improvement of semester examination scores and graduation percentages during the 2022–2024 academic years. These achievements need to be maintained and continuously improved (Alwi, 2023; Fathiha & Achadi, 2023; Halim & Rofiki, 2022). This finding is consistent with the principle of continuous improvement in educational quality (Wisman et al., 2022).

These findings also confirm the theoretical argument that a boarding school-based student development system has significant potential to improve student achievement and character. This is in line with previous studies showing that the implementation of effective boarding school management can improve both student achievement and religious character (Alwi, 2023; Imamuna et al., 2023). The many academic and non-academic achievements attained by students of MAN 2 Tangerang provide concrete evidence of the success of student development, one aspect of which has been realized through the transformation of boarding school-based student development management. Fathiha and Achadi (2023), for example, found that the transformation of madrasah principal management can improve the quality of education in madrasahs. Similarly, boarding school systems have been shown to influence students' learning achievement, as reflected in a correlation coefficient of 0.985 and an r-square value of 0.981, indicating that 98.1% of the variance in students' learning achievement can be explained by the boarding school variable, while the rest is influenced by other unexamined factors (Robi'ah, Sumarno, Diana, & Musa, 2020). Other studies have also demonstrated that management transformation carried out by madrasah principals can strengthen the positive image and achievements of the madrasah (Halim & Rofiki, 2022).

In conclusion, the transformation of boarding school-based student development management at MAN 2 Tangerang has made a positive contribution to

improving students' academic and non-academic achievements, strengthening students' character to become more disciplined, religious, and independent, and enhancing the image and public trust in the madrasah. Nevertheless, several challenges such as budget limitations, less-than-optimal coordination between the school and the dormitory, and the uneven quality of dormitory supervisors still need to be addressed in order to optimize the implementation of the system. Recommended strategies such as increasing the budget, strengthening coordination, and improving the quality of dormitory supervisors are expected to help the madrasah overcome these challenges and further realize an effective and high-achieving educational institution.

CONCLUSION

This research is novel because it comprehensively examines the boarding school-based student development management process at a public madrasah, namely MAN 2 Tangerang. This has been largely unexplored in previous studies, which have tended to focus only on the effectiveness of boarding schools in character building, moral development, or academic achievement. Bibliometric analysis shows that research related to boarding school-based student development management remains very limited, with only 11 global studies focused largely on private madrasahs, Islamic boarding schools (pesantren), or the development of local cultural value models. This leaves a gap in the lack of in-depth studies on how management transformation occurs, the supporting and inhibiting factors, and its impact on the effectiveness and achievement of public madrasahs. This research addresses this gap by examining the integration of four development components (academic, character, spiritual, and skills).

This study also analyzes the implementation of PMA Policy No. 60 of 2015 in a real-world context. It also describes MAN 2 Tangerang's unique development model, which has proven to produce numerous national achievements. Thus, this research provides a new scientific contribution in the form of a more comprehensive, empirically based understanding of the transformation of boarding school-based student development management in creating effective and high-achieving madrasahs.

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