

BOARDING SCHOOL MANAGEMENT IN QUALITY IMPROVEMENT AT ISLAMIC STATE HIGH SCHOOL (MAN 4) BANJARMASIN INDONESIA**Suraijiah Suraijiah*, Akhmad Madani**

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Abstract: *This study was carried out to investigate the boarding school management as a part of quality improvement programs implemented at MAN 4 Banjar South Kalimantan. This study uses a qualitative approach with case study design. Data were collected through observation, interviews, and documentation. Results of the study show school board provide development programs for students including the areas: religious activities, hospitality and language trainings. These has been carried out adequately, and in accordance with the dormitory guidelines issued by the school.*

Keywords: *management, boarding school, quality improvement*

INTRODUCTION

Education is an adult effort to guide students to grow and develop into adult human beings. Education has a very important role in developing human potentials, namely physical and spiritual potentials. Education should be able to develop cognitive, affective, and psychomotor aspects of students to the maximum, this has been stated in Law Number 20 of 2003 concerning the National Education System. In this era of globalization, there are many negative influences that we find in the field, namely the existence of juvenile delinquency, promiscuity, and brawls between students. Therefore, the world of education innovates and creates by offering the concept of *boarding schools* or boarding schools. As stated in Government Regulation Number 55 of 2007 concerning Religious Education and Religious Education. ¹*Boarding school* consists of two words, namely *Boarding* and *School*. *Boarding* means boarding. And *School* means school. *Boarding school* is a boarding school system, where students and also teachers and school administrators live in dormitories in the school environment for a certain period of time, usually one semester interspersed with a one-month vacation until they finish school.

The point of defining that *Boarding school* is a school that has dormitories, where the students live; learning totally in the school environment. Therefore all kinds of necessities of life and learning

¹ Suprawito, *Boarding School deep Nation and Character Building Praja*. (Jakarta: Grafindo Persada, 2009), p. 13

needs are provided by the school. The success of an educational institution in carrying out all learning activities, including Islamic educational institutions, is determined by several supporting factors, and one of these supporting factors is the management factor organized by the institution / institution concerned. Therefore, efforts to manage and develop managerial Islamic educational institutions are a necessity that must exist and cannot be eliminated. The management of dormitories and public and religious learning systems certainly requires expertise in a good management system that can affect the success of the program and improve the quality of education. The application of good and correct management functions cannot be forgotten in order to achieve these goals.²

Students of religious programs or known as MANPK (MAN Religious Program) are given special guidance in regular education with the MANPK curriculum and education in dormitories accompanied by professionals. The special advantages given to MANPK students are Arabic and English as well as the ability to read turats books to provide self-development as Muslim intellectuals in the future. To see some of the phenomena of the implementation of the dormitory learning system, especially in MAN 4 Banjar South Kalimantan with the Religious ³*Boarding school* Program, a study was carried out entitled: ***Boarding school Management in The Development of Educational Quality in MAN 4 Banjar South Kalimantan.***

Boarding school Management

1. The Nature of Management

Management is the process of *planning*, organizing, implementing (*actuating*), and controlling the activities of members of the organization and the use of other organizational resources to achieve organizational goals.⁴

Planning is the process of setting goals and actions that are necessary to achieve these goals. Managers think carefully in advance of their goals and actions based on methods, plans, or logic and not based on feelings.

Organizing is *the* process of hiring two or more people to work together in a structured way to achieve specific goals or multiple goals. The process of organizing and allocating work,

2. Understanding *Boarding school*

Boarding School is defined as a boarding school. In the Grand Dictionary of the Indonesian, a dormitory is a residential building for a group of people for a while, consisting of a number of rooms, and led by a dormitory principal. According to Nurhayati Djamas, *Boarding School* is an educational institution that applies an educational pattern whose students live together in dormitories that are fostered directly by the caregivers of the educational institution with an integrated model of religious

² Maksudin, *Value Education System Boarding school at SMP IT Abu Bakar (Results Research To Dissertation)*, (Yogyakarta: Program Post Bachelor UIN Sunan Kalijaga, 2006), p.5.

³ Widodo Day, <http://banjarmasin.tribunnews.com/2017/04/14/siswa-lulus-program-keagamaan-man-4-banjar-diasramakan-pagi-belajar-umum-night-recitation-yellow-book>. On September 20, 2018 at 19:30 WITA.

⁴ Kartini Kartono, *Psychology Social to Management, Company, and Industry*, (Jakarta: King Grafindo Persada, 1994), p.74.

education combined with a general knowledge curriculum.⁵

From some of the definitions above, it can be understood that *Boarding School* is a term for an institution in which educational activities occur that involve students and their educators interacting within 24 hours every day by combining religious education and general education. The term *Boarding School* itself is not a new educational institution in Indonesia, because the boarding model education has long been implemented in this country, namely islamic boarding school education. According to Zamakhsyari Dofir, pesantren according to the system adopted is divided into 2, namely *salafi* islamic boarding schools, namely pesantren which still use the traditional education system and *khalafi* (modern) pesantren, namely pesantren that have implemented a modern (classical) education system with traditional education. In this institution intensively taught religious sciences of a certain degree to apply in their lives. Meanwhile, in the school environment, they are encouraged to master science and technology intensively.⁶

3. *Boarding School* Management Model

Boarding school management is a process, that is, an activity that not only relies on something mechanical, but also the effective application of management, managerial functions, although some boarding schools that exist rarely use modern management systems as is applied in other formal educational institutions. *Boarding school management* is essentially a process of structuring and managing *boarding school* educational institutions that involves human and non-human resources in driving the achievement of *boarding school* education goals effectively and efficiently.

Development of Quality education

The word "quality" is often used interchangeably with "quality". Both are considered to have the same meaning, namely the satisfaction of recipients of educational services with educational services. Sallis defines the quality of education in two perspectives, namely absolute quality and relative quality. Absolute quality is quality in the sense of institutional provisions that are non-negotiable or absolute.

The quality of educational services can be categorized based on the system's view, namely the categories of *output*, *process*, *input* and context. Based on this view, the core of the quality of schools can be simplified, namely the quality of results, processes, and the quality of process supporting aspects. The quality of results is the quality of educational outcomes that are felt mainly by students as a tangible manifestation of the learning process. In other words, it can be said that the quality of the results will exist if there has been a learning process before. The quality of the process is the quality seen from the extent to which students feel comfortable with learning services carried out by teachers with various

⁵ Nurhayati Djamas, *Dynamics Islamic Education in Indonesia Post independence*, (Jakarta: King Grafindo, 2009), p. 157.

⁶ Murjamil Qomar, *Boarding and Transformation Methodology Towards Democratization Institution*, (Jakarta: Erlangga, 2006), pp. 16-17.

resources owned by the school. The quality of inputs is the quality that can be seen from various inputs for the learning process to occur, including: the quality of teachers, the quality of the curriculum, the quality of facilities, the quality of students, and various other things that contribute to the learning process.⁷

1. Characteristics of Quality Schools

The characteristics of school quality come from the results of research on schools that are considered successful in carrying out their education. Based on this, a number of school quality characteristics were analyzed as follows: Have a clear vision and mission; Have a professional principal ; Have a professional teacher; Have a school environment conducive to learning; Educators and school education staff are friendly to learners; Strong school management; Have a broad and balanced curriculum; Conduct meaningful assessment and reporting of learners; High in involving the community to participate in managing the school

2. School Quality Theory

School quality theory describes the extent to which learners get satisfaction with quality educational and learning services and have conformity with established standards. The concept of school quality was then widely developed in *school business core* services and support for school basic services. This theory of school quality is what is referred to is the theory of school quality proposed by Macbeath & Mortimor as previously outlined. The quality of schools as stated by Macbeath & Mortimor is the result of research conducted on schools that are categorized as having quality and then identified characteristics and made generalizations.⁸

So, the development of the quality of education can be concluded to be the quality or measure of good or bad in the process of changing the attitudes and practices of a person or group of people in an effort to mature people to draw closer to God through efforts of teaching and training guidance. Quality in the field of education includes the quality of inputs, processes, outputs, and outcomes. Educational input is declared quality if it is ready for the process. The quality education process if it is able to create an atmosphere of Active, Innovative, Creative, Effective and Fun Learning (PAIKEM). Educational output is declared to be of high quality in terms of school graduates who are able to compete in the world of education well.⁹

Boarding School Management in The Development of Quality Education

Boarding *school management* in developing the quality of education as a whole is a management activity carried out by many parties and led directly by the principal towards planning, organizing, implementing and monitoring *boarding schools* so that they run in accordance with the provisions that have been set by taking into account educational *inputs, processes, and outputs*. So that

⁷ Cepi Triatna, *Developeram Management School*, (Bandung: Adolescent Rosdakarya, 2015) pp. 52-53.

⁸ Cepi Triatna, *Development Management School*,..., pp. 53-58.

⁹ Juharni, *Management Quality Integrated*, (Makassar: DahMedia, 2010), p. 12.

the *boarding school* program can develop the quality of education effectively and efficiently. The development of the quality of education in *boarding schools* is influenced by several aspects, namely: *boarding school* leadership, HR and natural resources management, curriculum management, student management, financial management, facilities and infrastructure management, school environment management, boarding school relationship management with the community and future *boarding school* program reporting management.

The main purpose of *boarding school* management in the development of educational quality is to reorient the management system, staff behavior, organizational focus and procurement processes of educational services, so that *boarding schools* as one of the educational service provider institutions can carry out the educational process better, services that more effectively meet the needs, desires, and needs of customers.¹⁰

METODE RESEARCH

This type of research is field research (*Field Research*), which is a type of in-depth research on a social unit in such a way that it produces a well-organized and complete picture of a social unit, and by decreasing the spaciousness, the data and information about *boarding school* management and efforts to develop the quality of education can be clearly researched. The approach to this research is a Qualitative approach, that is, research intends to understand phenomena about what the subject of research experiences, such as: behavior, understanding, perception, motivation, action and others, by means of descriptions in the form of words and language, in a special context that is natural and by utilizing various scientific methods. This research was conducted at MAN 4 Banjar, South Kalimantan to obtain the necessary data. The data was unearthed by observation, interview, and documentation techniques. After the collected data is presented and analyzed descriptively qualitatively.¹¹

DISCUSSION

1. *Planning of Boarding School* Program Activities at MAN 4 Banjar, South Kalimantan

The management of the *boarding school* program learning planning at MAN 4 Banjar South Kalimantan is poured integrated into learning in general in the form of a Learning Program (Annual Program and Semester Program), then the teachers make Learning Preparations in the form of Learning Implementation Plans (RPP) and Student Practice *Sheets* (*Job Sheets*).¹²

Planning of *boarding school* program activities is usually carried out by means of teacher meetings every semester and evaluations every year. This evaluation is not to change the existing *boarding school* program but to correct if there are any shortcomings. In the meeting, we discussed *boarding school* planning including learning the yellow book which is according to the ability of the students.¹³

¹⁰ A. Halim, et al. *Management BoardingCet. I.* (Yogyakarta: Pustaka Boarding, 2005), pp. 91-94.

¹¹ Moleong Lexy J., *Methodology Research Qualitative*, (Bandung: Adolescent Rosdakarya, 2006), p.6,

¹² Waka. *Boarding school/Religious, Program Guide Religious MAN 4 Banjar South Kalimantan*, p. 26.

¹³ Ahyani, S.Pd.I, M.A. WAKA. *Boarding school/Religious MAN 4 Banjar South Kalimantan*. Interview Personal. Martapura 31 August 2020.

To develop a disciplined attitude, students of the MAN 4 Banjar Boarding School Activities Program in South Kalimantan develop rules / rules of *boarding school* life that must be obeyed by students that are adapted to the situation and conditions of *boarding school*.

The MAN 4 Banjar South Kalimantan boarding school program is expected to be able to improve the quality of education. Therefore, the *boarding school* program is managed with good management principles. Boarding school management planning in developing the quality of madrasahs in MAN 4 Banjar South Kalimantan is with curriculum management, namely in the morning using the DIKNAS curriculum and in the afternoon using the pesantren curriculum, management of educators and education personnel, namely with recommendations from teachers and staff of MAN 4 Banjar South Kalimantan to meet the needs of ustadz who teach at *boarding schools*, financing management and facilities and infrastructure have been implemented by making a plan in the form of a Madrasah Work Plan (RKM) in addition to reporting on madrasah achievements in that year, student management is carried out with a strict entrance selection process through national selection as for the input or input of the student has been well netted through written tests and interviews.

2. Organizing *Boarding School* Program Activities at MAN 4 Banjar, South Kalimantan.

The organizational structure of *the boarding school* program is stated in the MAN 4 Banjar South Kalimantan Religious Program Guide with the duties of educators in accordance with their profession. The HR standards involved are the criteria that must be met in learning and coaching. In organizing the MAN 4 Banjar South Kalimantan boarding school program, including; *Boarding school* Supervisor, *Boarding school* Supervisor, Treasurer and *Boarding school* Management Staff.¹⁴

The organizing structure of the MAN 4 Banjar South Kalimantan boarding school is independent and clear, the criteria for *boarding school* supervisors and supervisors are in accordance with Islamic-minded guidelines, have studied in Islamic boarding schools, can read the yellow book and are also prioritized to be able to speak using Arabic and English. Now then the role of the principal gives direction to *the boarding school* supervisor, as well as others so that the planning, implementation, and assessment of educational programs in *boarding schools* can be carried out properly.¹⁵

Organizing by means of the division of tasks between madrasahs and *boarding schools* is managed separately by managing *boarding schools* independently but in its implementation following educational programs at MAN 4 Banjar South Kalimantan. Organizing is carried out in order to collect and compile the resources required in the plan, especially human resources in such a way that the activities of achieving the goals that have been set can be carried out effectively and efficiently. With the organization of people can be united in one or more groups to perform various tasks.

Organizing activities at MAN 4 Banjar South Kalimantan have been carried out well with a

¹⁴ Waka. *Boarding school/Religious, Program Guide...*, p. 33.

¹⁵ Ahyani, S.Pd.I, M.A. WAKA. *Boarding School/Religious* MAN 4 Banjar South Kalimantan. Interview Personal. Martapura 31 August 2020

clear division of *job descriptions*. As stated by the previous *boarding school* supervisor that *boarding school* has a clear organizing, organizational structure, decree signed by the head of the madrasa every year, has a chairman, deputy, treasurer, secretary, consumption department, curriculum, sarpras and hygiene.

3. Implementation of *Boarding School* Program Activities at MAN 4 Banjar, South Kalimantan.

The implementation of *the boarding school* program activities is carried out by combining two curricula, namely the national education curriculum in the morning to noon and the curriculum of islamic boarding schools in the afternoon to evening. In accordance with the planning that has been prepared at annual meetings and semester meetings, the targets that must be achieved by students for learning are improved every semester.

In the first semester of the existence of *boarding school* program students will be emphasized on the ability to read and understand Arabic literature. This is because the basic materials of the *boarding school* program are in Arabic. The second semester has only been emphasized to be able to communicate actively using Arabic while English has not been the target focus in the tenth grade. Entering the third semester, it is focused on English communication. Meanwhile, the provision of religious material has used a semi-independent model where students have begun to be accustomed to studying Arabic literature and then discussing it coupled with English literature in the fourth semester. When students enter the twelfth grade, *boarding school* students are able to make oral and written presentations using foreign languages Arabic and English. Meanwhile, in the sixth semester, it is only focused on facing the national examination and the final examination of the madrasa.¹⁶

Another thing that is also the focus of attention on the achievement of student competencies is *tahfidzul qur'an*. The targets that must be achieved while students are in the MAN 4 Banjar Boarding School Program in South Kalimantan are 4 juz; juz 30 and juz 1 - 3 as well as selected letters (Yasin, Waqi'ah, Mulk, al-Rahman, al- Jum'ah and as-Sajdah).

According to the Head of Madrasah, Drs. H. Saipurrahman, M.M., the daily life of *boarding school* students from morning to afternoon is the same as other majors are required to follow apples every Monday and further learning. The difference here is that the dawn class hours start from 04.40 to 06.30 then the guidance lessons start at 16.15 (after ashar prayers) and end at 17.30 followed by the evening class hours start after isya prayers and end at 22.00 they sleep.¹⁷

The implementation of *boarding school* program activities at MAN 4 Banjar South Kalimantan is also contained in the *boarding school* program rules itself as a support for MAN 4 Banjar South Kalimantan *boarding school* activities. Among the rules in question are the application of Islamic values, reading the Qur'an by memorizing it at least once in 3 months, carrying out evening prayers, dhuha prayers, tilawah and shaum sunnah, saying greetings to every citizen who is in the *boarding*

¹⁶ Ahyani, S.Pd.I, M.A. WAKA. *Boarding school/Religious MAN 4 Banjar South Kalimantan*. Interview Personal. Martapura 31 August 2020.

¹⁷ Drs. H. Saipurrahman, M.M. Head Madrasah MAN 4 Banjar South Kalimantan. Interview Personal. Martapura September 1, 2020.

school environment and outside *the boarding school*, respecting each other in the madrasa environment, being polite and polite to other students, respect parents, teachers and other *boarding school* employees, responsible for maintaining the tranquility of the *boarding school environment*, *responsible* for maintaining the cleanliness of oneself and the environment, habitually asking for permission in advance when entering *boarding school* rooms, school offices, kitchens and others.

There are religious activities carried out with the aim of strengthening the madrasa curriculum so that students can equip themselves with religious skills that can be applied in the community. Religious activities include compulsory prayers, congregational prayers, tahajjud prayers, afternoon/evening tutors, muhadaroh, tahfizh and tahsin, muhadatsah an tafsir, diploma (Sanad) 'amaliyah.

Tutoring activities or tutorials are also the implementation of *boarding school* programs that distinguish it from other majors, this tutoring material is, among others, hadith interpretation, interpretation, Sufism and others. The time of this tutoring is in the afternoon after the ashar prayer hour. Students are required to take part in tutorial activities on several subjects according to the schedule and be guided by the subject teacher assigned by the madrasa. The place of implementation of guidance in accordance with the established provisions. All students fill out the attendance list of tutorial activities.¹⁸

4. Monitoring of Boarding School Program Activities in The Development of Educational Quality at MAN 4 Banjar, South Kalimantan.

The assessment aspects of the MAN 4 Banjar South Kalimantan Boarding School Program include academic assessments and non-academic assessments. Academic assessment uses the assessment standards that apply in MAN 4 Banjar, South Kalimantan. Meanwhile, non-academic assessments are carried out separately covering personality and social aspects. Aspects of personality competence include religious observance, responsibility, courtesy, independence, creativity, and discipline. Meanwhile, aspects of social competence include tolerance, cooperation, leadership, care, and communication. Thus, the aspects assessed from *boarding school* life and *boarding school* activities are more on aspects of personality competence and social competence.

Monitoring is carried out by means of *boarding school* supervisors directly reviewing boarding school activities and holding an evaluation meeting with the head of MAN 4 Banjar South Kalimantan to evaluate and develop the ongoing program. The funds that have been provided by the government are managed and accounted for transparently for the benefit of *boarding schools*. So that in the procurement of goods purchases, there must also be a report on the Letter of Responsibility (SPJ) which will be reported to the government. Furthermore, in purchasing goods, MAN 4 Banjar South Kalimantan cooperates with third parties in this case CV which has an NPWP. This is intended so that it is not difficult to make an accountability report to the government.

¹⁸ *System Orderly Program Religious MAN 4 Banjar South Kalimantan*. CHAPTER VI, Article 16. Martapura 2018.

Quality assurance is carried out internally and externally. Internal quality assurance is carried out by the madrasah quality assurance unit. The results of the internal audit conducted by the quality assurance agency are used as a basis for reflecting and improving the implementation of educational programs at the MAN 4 Banjar *boarding school* in South Kalimantan.

To provide assurance that the planned MAN 4 Banjar South Kalimantan Religious Program has been implemented properly, monitoring and evaluation are carried out by several parties both internally and externally. Monitoring is carried out continuously or periodically to identify problems that arise during the process of implementing activities.¹⁹

Monitoring of *boarding school* program activities in the development of the quality of education in MAN 4 Banjar South Kalimantan is carried out on three aspects of development, namely: First, the development of religious life which is directed at efforts to raise awareness, participation and personal responsibility of students as calon future leaders. The second is the development of a life of hospitality intended as a form of "*learning from religion*" that is the actualization of religious values in the context of daily life as personal beings and social beings. Third, language development which is carried out optimally in everyday life to enrich the vocabulary of Arabic and English.²⁰

The quality assurance of the MAN 4 Banjar Program in South Kalimantan is carried out in stages, systematically, and planned in a quality assurance program that has clear targets and time frames. In this regard, there are three elements that are considered, namely inputs, processes, and outputs.

CONCLUSION

Based on the discussion of the findings of this study it can be concluded: (1) The planning of *boarding school* program activities is carried out by means of teacher meetings every semester and evaluations every year. The planning is then implemented at school dormitory of Banjarmasin South Borneo; (2) school board program are organized in several sections including: *boarding school* coaches, educator; administration, general affair, health matters, security, and pantry. All these sections successfully implemented their task properly. The monitoring programs are also conducted to improved the school board program regularly. The development programs are also delivered to students successfully including activities related with life hospitality, religious affairs, and language trainings (Arabic and English).

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¹⁹ Waka. *Boarding school/Religious, Program Guide...*, p. 29.

²⁰ Ibid, pp. 12-14.

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