Implementation of Boarding School Program Management in Forming the Religious Character of Students

Dedy Efendy; Fahrudin; Muhammad Makki

Master of Education Administration Study Program, Postgraduate University of Mataram, Mataram, Indonesia

Email: fahruddin.fkip@unram.ac.id

Abstract

The purpose of this study was to determine the implementation of boarding school program management in shaping the religious character of students. This study uses a qualitative research type using a phenomenological approach. Sources of data in this study use primary data sources and secondary data. Data were collected by using observation, interview, and documentation techniques. Data analysis through data collection, data reduction, data display, and concluding. Checking the validity of the data using the test of credibility, Transferability, Defendability, and confirmability. The results of the study show that: (1) The planning process for the boarding school program takes place in the form of a deliberation forum which is attended by foundations, educators, madrasa committees, guardians of students, education staff, and dormitory administrators;(2) Organizing the boarding school program is an activity of dividing tasks that are determined structurally; (3) The implementation of the boarding school program is divided into several types of activities such as religious activities in the dormitory environment, religious activities in the Madrasa/school environment, and habituation of religious culture in the dormitory and school environment; (4) Controlling the Boarding school program at MTs Mu'allimin NW Anjani is carried out in the form of an evaluation of activities every month with the boarding school program management.

Keywords: *Management; Boarding School; Religious Character*

Introduction

In this case, Islamic boarding schools have made a cutting-edge breakthrough in order to create moral students, who have a noble character, and an Islamic character. One of them is the boarding school system. A boarding school is a school that provides facilities for students to live, study and study in one environment. The concept of boarding school is a boarding school system, where all students, teachers, and other managers live in dormitories located within the school area (Maimun et al., 2021).

Boarding school has become a tradition of Islamic education in Indonesia with the term Pondok and one of the programs for character education is to develop all personality potentials seen from an ethical and moral perspective including moral concepts (moral knowing), moral attitudes (moral felling) and moral behavior (moral behavior) (Kristiawan et al., 2019). Cultivating the religious attitudes of students in pesantren is supported by a religious culture that is instilled in the life of the pesantren (Safinah & Arifin, 2021).

For the sake of forming a character that is in accordance with the educational objectives, it is necessary to pay attention to management in the boarding school program. In managing the boarding school program, it is integrated with 4 basic management functions, namely planning, organizing, actuating, and controlling, which involve collaboration, division of labor, coordination, and integration to achieve the desired goals (Hasibuan, 2015). In educational institutions, teachers are required to develop a professional attitude, as in SMPN 1 Praya it shows that teachers play an active role and must be professional in teaching and developing teaching materials such as syllabus and lesson plans which have a positive impact on the management of student character education (Apriwandi et al., 2019). As well as MTs Mu'allimin NW Anjani which uses the Boarding school program in carrying out all series of activities in the school environment with the hope of forming the religious character of students.

MTs. Mu'allimin NW Anjani is one of the Islamic educational institutions located within the Syaikh Zainuddin NW Anjani Islamic Boarding School which has combined the traditionality and modernity of the pesantren. MTs. Mu'allimin NW Anjani is one of the educational institutions that grows and develops from two sides, namely formal and non-formal education. The formal education side is shown by an education system that follows the rules of the government, such as the curriculum and also the administrative process in education. The non-formal side is shown by all forms of activities and programs that exist in the MTs environment. Mu'allimin NW Anjani such as reciting the yellow book, reciting the Qur'an, hiziban, praying together, and others.

As the name implies, MTs. Mu'allimin NW Anjani is a school where all students are male (santriwan) and there are no female students so that teachers do not have to worry about things that are abnormal. In addition, learning at school must be in sync with the program in the dormitory, so that all the needs of children in character building will be faster because their formation is through the two sides of the education system.

Seeing the needs of parents today, not only high knowledge, but the most important thing is the formation of the character and character of their children as students as the purpose of education in general. MTs. Mu'allimin NW Anjani tried to meet the needs of the parents of these students with their flagship program, namely the boarding school program. MTs Mu'allimin NW Anjani became the first school to implement a boarding school program within the Syaikh Zainuddin NW Anjani Islamic Boarding School which has been running since 2015 until now. The boarding school program is a form of strategic step for MTs Muallimin NW Anjani to create the vision and mission of the institution.

As the researchers observed all activities in the MTs environment. Mu'allimin NW Anjani is an activity full of religious values. Where all activities of the boarding school program refer to character building, spiritual and intellectual. In the MTs boarding school program. Mu'allimin NW Anjani provides adequate facilities to meet the needs of his students, such as dormitory facilities, places of worship, halls, and sports venues.

Boarding school program at MTs. Mu'allimin NW Anjani requires all teachers to play an active role in forming students with character, both inside and outside the school environment. As the author observed that when they attended the Majlis Hamzanwadi II recitation at the Darul Qur'an wal Hadith Mosque, the mosque which was outside the MTs environment. Mu'alimin NW Anjani, all the students are always supervised by the hostel supervisor and also the teachers, all walking together without anyone

disturbing each other. Wearing robes, wearing caps, carrying books and books by placing them on their chests shows the characteristics of Islamic boarding school children and this is to teach them to appreciate and respect knowledge. In addition, the author also observed that the parents of the students were very enthusiastic about the MTs boarding school program.

Based on the above background, the researcher is interested in conducting research entitled "Implementation of Boarding school program management in shaping the religious character of students at MTs Muallimin NW Anjani". The purpose of this study was to determine the implementation of Boarding school management in shaping the religious character of students in MTs. Mu'allimin NW Anjani.

Method

This type of research uses qualitative research, where qualitative research is research that intends to understand phenomena about what is experienced by research subjects such as behavior, perceptions, and issues about the human being studied, and others (Moleong, 2018). This study examines boarding school management in shaping the character of students. So that researchers will explore the processes, activities, and events in the implementation of boarding school management in MTs. Mu'allimin NW Anjani.

Then to observe religious character, the researcher uses a phenomenological approach, because the religious character is an action and behavior carried out by a group of people based on religious values. Researchers in the phenomenological view try to understand the meaning of events and their relationships to ordinary people in certain situations (Moleong, 2018). So that the emphasis in this research is on the subjective aspect of people's attitudes and behavior, by trying to explore the conceptual world of the research subjects so that they understand an understanding developed by the subjects studied around events in everyday life.

Data collection uses primary data sources, and secondary data sources, primary data sources are data sources that directly provide data to data collectors, and secondary sources are sources that do not directly provide data to data collectors, for example through other people or documents (Sugiyono, 2020). Determination of resource persons in this study using a sampling technique that is purposive sampling. According toSugiyono (2020)Purposive sampling is a suitable sample to be used for qualitative research because the sample is a sampling technique with certain considerations so that the samples in this study are people who understand boarding school management and understand religious characters such as school principals, vice-principals of madrasas, Teachers, and hostel administrators/caregivers.

Data collection to obtain information using data collection techniques as proposed by Creswell et al., (2015) as follows: observation; conducted to obtain data about school conditions or a description of the location of research conducted in MTs. Mu'allimin NW Anjani, interview; using structured interviews and systematically arranged question items and documentation; collecting data by examining and recording various written evidence related to the research problem.

Data analysis uses four types as proposed by Miles & Huberman (2013) that is; are data collection, data reduction, data display, and conclusion drawing/verification. Meanwhile, checking the validity of the data includes testing, credibility, transferability, dependability, and comparability(Sugiyono, 2020).

Results and Discussion

The implementation of boarding school management is a management implementation process using 4 basic management functions, namely; planning, organizing, implementing and controlling. Boarding school management is a strategic step taken by MTs Muallimin NW Anjani in forming students with a religious character. As stated by the Head of Madrasah MTs Mu'allimin that: boarding school programs are very necessary to be carried out, especially in this day and age when relationships are difficult to control and student behavior from year to year is getting no less good because of their interactions outside of school.

Furthermore, the head of MTs Mu'allimin NW Anjani also revealed that the basic principle at MTs Mu'allimin is that apart from high knowledge being sought, more upholding noble character. This indicates that in MTs. Mu'allimin NW Anjani internalization of religious values is very strong so that by inculcating these religious values it will be formed in each student so that it becomes a religious character that is usually displayed in everyday life.

The implementation of the boarding school program certainly cannot be carried out by a madrasa head alone, but all teachers and other education personnel must participate and be involved in the process of implementing the boarding school program. Teamwork between all elements of the school is a strategic step to make the boarding school management process run effectively and efficiently, as stated by the Deputy Head of Madrasah for Curriculum that: Boarding school is a forum to form students with Islamic character, and this is a shared commitment between all teachers, hostel administrators, and education staff and must be aware of it. Therefore, the most important thing is the awareness that we must deliver these children to become knowledgeable and civilized people.

Boarding School Program Planning in Shaping the Religious Character of Students in MTs. Mu'allimin NW Anjani

The planning process in MTs. Mu'allimin NW Anjani is the process of determining the direction and purpose of the boarding school program by choosing the best activities from several available alternatives and mutually agreed upon to form students with a religious character. The process of planning a boarding school program at MTs. Mu'allimin is the main task and function carried out by the Madrasah Head by involving all structural elements in the Madrasa, such as educators, education staff, and madrasa committees. As Harol Konntz and Cryril O'Donnel put it in Hasibuan, (2015) that planning is a manager's function that is concerned with selecting goals, policies, procedures, and programs from the available alternatives. In this case the head of MTs. Mu'allimin NW Anjani revealed the first step before implementing the boarding school program at MTs. Mu'allimin NW, we carried out a plan that involved all elements of the school, such as foundation management, educators, madrasa committees, guardians of students, education staff, and dormitory administrators, which we did in the form of a deliberation forum to unite perceptions related to boarding schools.

Boarding school program planning at MTs. Mu'allimin NW Anjani is a strategic step in determining the direction and goals by applying activities that are in accordance with the direction of the goals that have been set together. Furthermore, H. Husnul Abror revealed that; "In this deliberation activity, we discussed related to school and cottage programs, supporting infrastructure, and also how to integrate all activities at the cottage and school so that with these programs we can shape the religious character of our students. Therefore, in this planning process, we involve all teachers, hostel administrators, and education staff so that we can share information and discuss strategic steps that can be taken".

Planning for the boarding school program at MTs Muallimin NW Anjani was carried out in a Deliberation involving the Head of Madrasah, educators, education staff, the Madrasah Committee, and several guardians of students. Several stages were passed in the planning process of the boarding school program at MTs Muallimin NW Anjani, namely;

First: Setting Goals; The purpose of the boarding school program at MTs. Mu'allimin NW Anjani is to form students who have faith, piety, morality, and morality, as well as a noble character. This is a series of the religious character of the santri whose religious values are internalized through activities in the dormitory and activities in the Madrasa. Second: Formulate the current state; By looking at the reality of students' lives every day in the dormitory and in the Madrasah is the initial step in determining the steps to be taken, indirectly all education and education staff must monitor every student's behavior when in Madrasah, and the hostel administrator will supervise the behavior of students when at school, and guardians of students will supervise their children's behavior when at home. In the process of formulating the situation, the head of Madrasah MTs Muallimin NW Anjani made the board of directors, educators, education staff, and guardians of students the main informants who could explain the conditions and behavior of students. Moreover, the hostel administrators are with the students 24 hours a day.

Third: Identify all facilities and obstacles; there are two important things to do in MTs. Mu'allimin NW Anjani in measuring the institution's ability to achieve boarding school goals. Namely internal and external factors; where internal factors are related to facilities and infrastructure or complete facilities provided by Madrasas and can support the process of internalizing religious values. While external factors come from outside that can affect the behavior of students such as the environment and association. To anticipate this in MTs. Mu'allimin NW Anjani emphasized the habituation process of the activities in the boarding school program. Fourth: Develop a series of activities to achieve goals; MTs. Mu'allimin NW Anjani chose the best alternative in determining activities that could support the realization of the goals of the boarding school program. These activities are a form of activity that focuses more on religious activities which are divided into activities in hostels and activities in Madrasas. (1) activities in the dormitory include Mudazakarah Kitab Kuning, reading the hizib of Nahdlatul Wathan, getting up before dawn to pray tahajjud, Fasting Mondays, and Thursdays, and praying in congregation. (2) activities at Madrasas include praying together before entering class, praying dhuha in the congregation, and paying respect to teachers with ihtirom. (3) habituation of religious culture in dormitories and madrasas includes smiling, greeting, and greeting, respecting each other, and wearing pesantren-style clothes. These activities are a form of activity that focuses more on religious activities which are divided into activities in hostels and activities in Madrasas. (1) activities in the dormitory include Mudazakarah Kitab Kuning, reading the hizib of Nahdlatul Wathan, getting up before dawn to pray tahajjud, Fasting Mondays, and Thursdays, and praying in congregation. (2) activities at Madrasas include praying together before entering class, praying dhuha in the congregation, and paying respect to teachers with ihtirom. (3) habituation of religious culture in dormitories and madrasas includes smiling, greeting, and greeting, respecting each other, and wearing pesantren-style clothes. These activities are a form of activity that focuses more on religious activities which are divided into activities in hostels and activities in Madrasas. (1) activities in the dormitory include Mudazakarah Kitab Kuning, reading the hizib of Nahdlatul Wathan, getting up before dawn to pray tahajjud, Fasting Mondays, and Thursdays, and praying in congregation. (2) activities at Madrasas include praying together before entering class, praying dhuha in the congregation, paying respect to teachers with ihtirom. (3) habituation of religious culture in dormitories and madrasas includes smiling, greeting, and greeting, respecting each other, and wearing pesantren-style clothes. read hizib Nahdlatul Wathan, wake up before dawn for tahajjud prayer, fast Monday and Thursday, and pray in congregation. (2) activities at Madrasas include praying together before entering class, praying dhuha in the congregation, and paying respect to teachers with ihtirom. (3) habituation of religious culture in dormitories and madrasas includes smiling, greeting, and greeting, respecting each other, and wearing pesantren-style clothes. read hizib Nahdlatul Wathan, wake up before dawn for tahajjud prayer, fast Monday and Thursday, and pray in congregation. (2) activities at Madrasas

include praying together before entering class, praying dhuha in the congregation, paying respect to teachers with ihtirom. (3) habituation of religious culture in dormitories and madrasas includes smiling, greeting, and greeting, respecting each other, and wearing pesantren-style clothes.

Organizing the Boarding School Program in Shaping the Religious Character of Students in MTs. Mu'allimin NW Anjani.

Organizing the boarding school program at MTs Mu'allimin NW Anjani is a follow-up process to determine the main duties and functions of the hostel administrators and teachers in their involvement to support the achievement of the program. Grant authority and responsibility in accordance with their respective fields and expertise. The organizing process includes delimiting and aggregating tasks, grouping and classifying tasks, and delegating authority among employees (Hasibuan, 2015). According toHandoko (2014)Organizing is the process of working together with resources, financial, physical, and human resources in the organization. Professional human resources are a priority in implementing a strong boarding school program. So in the division of labor, it is necessary to choose to determine the fields and expertise of each. Deputy Head of Madrasah for Student state; "The organization of the Boarding school management at MTs Mu'allimin involves the head of the Madrasa as the person in charge and the direct Chairperson, Dormitory Coordinator, Caregiver/Guidance, Room Guardian, Security, cleaning staff to kitchen staff. The process of organizing in terms of the formation of religious character is to apply directly the procedures, the good character of Akhlaqul Karimah to fellow students, teachers, caregivers, and all those involved in madrasah and dormitory communities. Because all of that is a reflection of the Madrasa's Vision, namely Knowledge, Faith, and Morals, which must be achieved".

The process of organizing in MTs. Mu'allimin NW Anjani is carried out by the head of the Madrasah through several processes, including; First: Establishing structural management and giving authority to all those involved in the boarding school program according to their duties at MTs. Mu'allimin NW Anjani. The chairman, secretary, dormitory coordinator, caretaker members, room guardians, security, cleaning staff, and kitchen staff, have different duties but the same responsibility in realizing students with Islamic character. In determining the management of the boarding school program at MTs. Mu'allimin NW Anjani Head of MTs. Mu'allimin NW considers several factors; (1) Education; education level of education staff and MTs Dormitory administrators. Mu'allimin NW Anjani has a minimum qualification of S1 and a QH degree. (Qur'an Hadith). (2) work knowledge; Dormitory administrators and teachers both understand their duties and functions in the boarding school program through socialization carried out by the Madrasah Principal, so that all elements will work properly, focusing on the purpose of implementing the boarding school program. (3) Job skills; the expertise of all elements involved in the boarding school program to carry out the process of internalizing religious values under any conditions. (4) work experience; as an additional point in implementing the boarding school program is the work experience of all the elements involved, where all of these elements have an understanding of religious character so that the process of character building through the boarding school program is carried out professionally. Dormitory administrators and teachers both understand their duties and functions in the boarding school program through socialization carried out by the Madrasah Principal, so that all elements will work properly, focusing on the purpose of implementing the boarding school program. (3) Job skills; the expertise of all elements involved in the boarding school program to carry out the process of internalizing religious values under any conditions. (4) work experience; as an additional point in implementing the boarding school program is the work experience of all the elements involved, where all of these elements have an understanding of religious character so that the process of character building through the boarding school program is carried out professionally. Dormitory administrators and teachers both understand their duties and functions in the boarding school program through socialization carried out by the Madrasah Principal, so that all elements will work properly, focusing on the purpose of implementing the boarding school program. (3) Job skills; the expertise of all elements involved in the boarding school program to carry out the process of internalizing religious values under any conditions.

(4) work experience; as an additional point in implementing the boarding school program is the work experience of all the elements involved, where all of these elements have an understanding of religious character so that the process of character building through the boarding school program is carried out professionally. so that all elements will work properly which focuses on the purpose of implementing the boarding school program. (3) Job skills; the expertise of all elements involved in the boarding school program to carry out the process of internalizing religious values under any conditions. (4) work experience; as an additional point in implementing the boarding school program is the work experience of all the elements involved, where all of these elements have an understanding of religious character so that the process of character building through the boarding school program is carried out professionally. so that all elements will work properly which focuses on the purpose of implementing the boarding school program. (3) Job skills; the expertise of all elements involved in the boarding school program to carry out the process of internalizing religious values under any conditions. (4) work experience; as an additional point in implementing the boarding school program is the work experience of all the elements involved, where all of these elements have an understanding of religious character so that the process of character building through the boarding school program is carried out professionally. (4) work experience; as an additional point in implementing the boarding school program is the work experience of all the elements involved, where all of these elements have an understanding of religious character so that the process of character building through the boarding school program is carried out professionally. (4) work experience; as an additional point in implementing the boarding school program is the work experience of all the elements involved, where all of these elements have an understanding of religious character so that the process of character building through the boarding school program is carried out professionally.

So that in practice it does not only provide compulsory curriculum lessons, but the process of internalizing religious values and habituation of religious culture becomes the focal point in every activity carried out for the formation of an even religious character. This is the goal of MTs. Mu'allimin is an educational institution in the category of service motive and not a profit institution, so the hope for students is the formation of intellectuality, religiosity, morality, and noble character.

Second: The chain of command is adjusted to the structure of the management of the hostel, from the chairman to the members. The process is not carried out systematically, because all those involved in the management have the right to communicate directly with all management personnel, but instructions remain the authority of the Madrasah head. Third: The type of work carried out is adjusted to the type of work being professional. The division of functional tasks must be relevant to the needs that support the implementation of the boarding school program, such as in the scientific field, and boarding school administrators at MTs. Mu'allimin NW Anjani has as many as 11 experts in the science of books (Nahwu and Sahref) in addition there are experts in the science of the Qur'an (Tajwid and Tahsin). So that in the process of implementing activities in the boarding school program it runs smoothly,

Fourth: The grouping of job segments is divided on a functional basis, where all will work according to their function. The hostel administrator will carry out his duties in the hostel in managing, fostering, educating, teaching, and participating in all forms of activities in the hostel while the teacher will carry out his duties in the school to teach and educate students (sharing knowledge and sharing value), and the head of the madrasa will supervise (controlling) every process in the implementation of the boarding school program at MTs. Mu'allimin.

Implementation of the Boarding School Program in Shaping the Religious Character of Students in MTs. Mu'allimin NW Anjani.

Actuating is the implementation process of the results of planning and the division of main tasks and functions of all board members of the boarding school program at MTs. Mu'allimin NW Anjani is a shared responsibility according to their duties. Actuating is a core activity in management activities

because the smooth and successful implementation is a determinant of the success of management itself(Ramayulis & Mulyadi, 2017).

Head of Madrasah H. Husnul Abror, QH., S.Pd.I. stated that; "After we divided tasks, naturally the coaches and teachers worked well according to their respective duties, but to keep the spirit, I always gave direction and motivation so that they were more active in carrying out their duties".

So that the implementation of the boarding school program at MTs. Mu'allimin NW Anjani produced three kinds of activities which include; (1) Religious activities within the Dormitory; Mudzakaran the yellow book, Reading hizib Nahdlatul Wathan, Waking up at dawn for tahajjud prayer, Fasting Monday and Thursday, and Compulsory prayer in congregation. (2) Religious activities in the Madrasah/school environment; Prayer before entering class, praying dhuha in the congregation, and Ikhtirom. (3) Habituation of religious culture in the dormitory and school environment; Smiles, greetings and greetings, mutual respect, and using the attributes of the pesantren.

Religious activities at MTs. Mu'allimin NW Anjani is a step in the process of internalizing religious values and in the process of being integrated with the curriculum; inculcating religious values through the teaching and learning process in the classroom, exemplary; exemplary values reflected by all Madrasah citizens who support the formation of students' character, self-development; a reflection of the values accepted and realized in everyday life. Character building of students can be done by maximizing the function of subjects that are in line with character education materials (morals or values), namely Islamic Religious Education, and civic education.(Setiadi & Indrawadi, 2020). Therefore, the internalization of religious values to shape the religious character of students is carried out by cultivating religious cultures in dormitories and madrasas.

The process of internalizing religious values is not only carried out in the form of religious activities but the internalization of values is also carried out by all educators (teachers) who are in charge of religious subjects, especially Islamic Education (Aqidah Akhlaq, Al-Qur'an Hadith, Fiqh, Sufism) and teachers who teach general lessons. All educational staff has the same task, by linking their scientific fields with the Qur'an and Hadith as well as other religious values such as moral messages that can penetrate the hearts of students to always be enthusiastic in worship and do good.

Thus, the development of religious values can be seen from how students can realize the three values of life which are the main basis for the formation of the religious character of students, namely; (1) creative values (creative values); students do good deeds and do things that are beneficial to their environment., (2) experimental values (values of appreciation; students believe and live the truths, goodness, beauty, faith, and values that are valuable and can be realized in life daily life, (3) attitudinal values (behavior values); accept steadfastly and take the right attitude so that there are no mistakes in acting(Sahlan, 2010).

Internalization of religious values in MTs. Mu'allimin NW Anjani is based on the internalization of religious values proposed byFathurrahman (2015)namely: 1) Worship Values; Worship is a form of a servant's effort to get closer to Allah, which is based on obedience to do His commands and stay away from His prohibitions. 2) The value of the spirit of jihad; Ruhul Jihad means the soul that encourages people to work and struggle in earnest. 3) Moral and Discipline Values; Moral is a state of the human soul that causes actions without going through thoughts and considerations that are applied in everyday behavior and attitudes. 4) Exemplary Value; The exemplary value is reflected in the teacher's behavior.

Controlling/supervising the Boarding School Program in Shaping the Religious Character of Students in MTs. Mu'allimin NW Anjani

Supervision of the MTs boarding school program. Mu'llimin NW Anjani is a form of activity to evaluate the extent to which activities in the boarding school program are running, find obstacles and deviations that occur, and see the effectiveness of internalizing religious values through activities that support the formation of the religious character of students. . As stated byRamayulis & Mulyadi (2017)Supervision can be used as a preventive or preventive effort so that there are no deviations or errors in carrying out activities or as a direct correction of errors. Good supervision and control must be able to encourage various deviations back on the correct task rail and to achieve the goals that have been set(Danim & Suparno, 2009).

Supervision is carried out in the boarding school program at MTs. Mu'allimin, as expressed by the Deputy Head of the Student Affairs section stated that; "The evaluation of the boarding school program is monthly, and incidental, with the Head of Madrasah, Deputy Head of Student Affairs, Deputy Head of Curriculum, Head of Dormitory, Dormitory Coordinator, All Caregivers. We also discussed the evaluation of learning and activities, but more specifically, we discussed the monthly performance evaluation of caregivers in implementing the Boarding School program."

The type of supervision carried out in MTs. Mu'allimin NW Anjani is based on three types of supervision which include; First: preliminary supervision (feedforward control): this type of supervision is carried out by the Madrasah principal based on the information and data found by the Madrasah principal on various problems of students in the Madrasah environment. Such as social problems, attitudes/behavior, the character of students, and ability of students in reflection of the religious values obtained.

Second: Supervision of activities being carried out (current control); under this supervision the head of Madrasah MTs. Mu'allimin NW Anjani established a procedure that was jointly approved by the entire management of the boarding school program and carried out in accordance with the agreement that had been made together. Where all the elements are in the MTs environment. Mu'allimin has the same role as supervisor of the boarding school program and has the duty to thoroughly monitor the behavior/attitudes and habits of students. So if the supervisor finds an action that is not in accordance with the objectives of the boarding school, it is necessary to have a warning and correction as a solution to avoid the possibility of negative behavior.

Third: Feedback control (feedback control); under the supervision of the head of Madrasah MTs. Mu'allimin NW Anjani took measurements of the results of each of these activities and the process of internalizing religious values after running. In this process, the school principal conducts an evaluation every month, namely by creating a forum for deliberation with all structural elements of the board of the boarding school program. This forum discusses the causes of deviations that occur, and new findings to be applied in subsequent activities.

Control activities on the boarding school program at MTs. Mu'allimin NW Anjani is an activity that is carried out continuously and involves the entire management. Basically, supervision and control must be carried out continuously, objectively, transparently, and accountably(Danim & Suparno, 2009). Measurement and improvement of the implementation of activities, so that previously agreed plans can be formed(Hasibuan, 2015).

Conclusion

The implementation of boarding school program management is based on four basic management functions, namely: First: Planning; The planning process for the boarding school program takes place in the form of a deliberation forum which is attended by the foundation's management, the head of the madrasa, the deputy head of the madrasa, the board of directors, the teacher council, the madrasa committee, and education staff. The boarding school program at MTs. Mu'allimin NW Anjani is a program that is not legally regulated in the form of legislation but only as an internal program within MTs. Mu'allimin NW Anjani. Second: Organizing; Organizing the implementation of the boarding school program at MTs. Mu'allimin NW Anjani is a task-sharing activity to be able to carry out the process of internalizing religious values according to their respective fields and expertise. Boarding school program administrators are structurally regulated starting from the chairman, secretary, treasurer, dormitory coordinator, caregiver/supervisor, room guardian in the dormitory, security, cleaning staff, and kitchen staff. However, the responsibility in the process of internalizing religious values and supervision is the shared responsibility of all Madrasah citizens. Third: Actuating; the implementation of the boarding school program is divided into several types of activities that lead to the formation of the religious character of the students, such as (1) religious activities in the dormitory environment which include; Mudzakarah of the Yellow Book, reading the hizib of Nahdaltul Wathan, getting up before dawn for the tahajjud prayer, fasting Monday and Thursday, and praying in the congregation; (2) religious activities in the Madrasah/school environment include; Prayer before entering class, praying dhuha in the congregation, and ihtirom (reverence to the teacher); (3) habituation of religious culture in the dormitory and school environment includes; smile, greet and greet, respect each other, and wear pesantren-style clothes. Fourth: Controlling; Boarding school program controller at MTs. Mu'allimin NW Anjani was carried out in the form of an evaluation of activities carried out every month with the board of the boarding school program. And in the form of supervision carried out by all management, either directly or indirectly. Mu'allimin NW Anjani was carried out in the form of an evaluation of activities carried out every month with the board of the boarding school program. And in the form of supervision carried out by all management, either directly or indirectly. Mu'allimin NW Anjani was carried out in the form of an evaluation of activities carried out every month with the board of the boarding school program. And in the form of supervision carried out by all management, either directly or indirectly.

References

Apriwandi, A., Asrin, A., & Sudirman, S. (2019). Implementation of Character Education Management in Junior High School 1 Praya. International Journal of Multicultural and Multireligious Understanding, 6(6), 381–389. https://doi.org/10.18415/ijmmu.v6i6.1257

Creswell, JW, Blue, AL, & Qudsy, SZ (2015). Qualitative research & research design: Choosing among five approaches (Ed. 3). Student Library.

Danim, S., & Suparno. (2009). Principal Transformational Management and Leadership: Vision and strategies for Success in the Age of Technology, Crisis Situations, and Internationalization of Education. Rineka Cipta.

Fathurrahman. (2015). Religious Culture in Improving the Quality of Education: A Theoretical Review and Practice of the Contextualization of Religious Education in Schools. Kalimedia.

Handoko, TH (2014). Management (Ed. 2, Cet-10). BPFE-Yogyakarta.

Hasibuan, MSP (2015). Management: Basics, Understanding, and Problems. Earth Literature.

Kristiawan, M., Maryanti, N., & Fitria, H. (2019). Building the Character of Students Through Green School at Smk Negeri 2 Muara Enim. JMKSP (Journal of Management, Leadership, and Education Supervision), 4(2), 210–217. https://doi.org/10.31851/jmksp.v4i2.2912

Maimun, MY, Mahdiyah, A., & Nursafitri, D. (2021). The Urgency of Islamic Boarding School Education Management. Indonesian Journal of Education, 2(7), 1208–1218. https://doi.org/10.36418/japendi.v2i7.234

Miles, MB, Huberman, AM, & Saldana, J. (2013). Qualitative Data Analysis: A Methods Sourcebook. SAGE Publications.

Moleong, LJ (2018). Qualitative Research Methodology (Revised Edition). PT Youth Rosdakarya.

Ramayulis, R., & Mulyadi, M. (2017). Islamic education management and leadership (Cet. 1). Your Majesty.

Safinah, S., & Arifin, Z. (2021). Tuan Guru Charismatic Leadership Authority in Shaping Religious Culture. Evaluation: Journal of Islamic Education Management, 5(2), 311–330. https://doi.org/10.32478/evaluation.v5i2.754

Sahlan, A. (2010). Realizing a Religious Culture in Schools: Efforts to Develop PAI from Theory to Action (Print I). UIN-Maliki Press.

Setiadi, SC, & Indrawadi, J. (2020). Implementation of the Boarding School Program in Building Student Character at SMA 3 Painan. Journal of Civic Education, 3(1), 83–91. https://doi.org/10.24036/jce.v3i1.328

Sugiyono. (2020). Quantitative, Qualitative, and R & D Research Methods (2nd Edition). Alphabet.