

## BOARDING SCHOOL LEARNING MANAGEMENT AS AN EFFORTS TO CREATE STUDENTS WITH CHARACTER

SDN Ngrayung Plumpang Kab Tuban

Corresponding author: [abymustofa78@gmail.com](mailto:abymustofa78@gmail.com)

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### ABSTRACT

*This study has two purposes; (1) boarding school management at MTS Miftahul Ulum Magersari; (2) boarding school learning to create students with character at MTS Miftahul Ulum Magersari Plumpang Tuban. This study uses a qualitative approach (qualitative research), namely, data presented in the form of spoken words, not in the form of numbers. Data collection techniques using interviews, observation, and documentation. The presence of researchers as an essential instrument while still based on the principles of research ethics. The data were analyzed in three steps; data reduction, presentation, and conclusion. The results of the study found two models. First, Boarding School Management at MTS Miftahul Ulum is learning integrates the national curriculum and the foundation curriculum, namely Diniyah Takmiliah learning, Formal Madrasah, deepening on talent and tahfidz, as well as classical book studies with orderly planning, implementation, and evaluation of learning for all educators. Both formal and informal. Second, efforts to create religiously disciplined, independent, and responsible characters at MTS Miftahul Ulum are carried out through habituation, such as internalizing values, rewards, and punishments.*

### Introduction

The growth and development of education can be seen from the number of existing institutions starting at the elementary and secondary school levels that provide services that are different from other institutions. There are excellent primary or secondary schools, plus primary or secondary schools, integrated primary or secondary schools, Islamic primary or secondary schools and so on. Each school seeks to provide models and forms of learning that show its characteristics and advantages. The amount of competition requires each institution to have excellence/characteristics and environmental influences that impact student behavior, so learning management is needed to produce knowledgeable students with character. The phenomenon of public morality from all walks of life is decreasing and tends to ignore the values of faith and propriety that the Indonesian people have tightly held. The invasion of imported cultures that ignore Islamic values leads to deviations in morality, morality, aqidah, and fait. So boarding school

is a solution that implements the integration between the national curriculum and the pesantren foundation.

Management is a series of activities that is the process of managing cooperative efforts of human groups who are members of educational organizations to achieve predetermined educational goals to be effective and efficient.<sup>1</sup> Moreover, these human resources have knowledge that must be managed effectively as a valuable asset.<sup>2</sup>

Learning is assistance provided by educators so that there is a process of acquiring knowledge and knowledge, mastering skills and character and forming attitudes and beliefs in students. Meanwhile, learning is an interactive process between students and educators and learning resources in a learning environment. Good learning management must pay attention to planning, implementation, and evaluation in the process and implementation of learning.

Boarding school emerged as a concept that brings fresh air to all of the above problems because a good boarding school is strictly guarded so as not to be contaminated by negative things that may arise from peers or the surrounding environment for 24 (twenty-four) hours. Children are under the guidance and supervision of the supervising teachers and dormitory companions (murakib). During that time, children attend regular education from morning to noon at school and then continue with religious or unique values education in the evening. In this boarding school learning, the researchers did this to shape the child's character to be directed and controlled. What is meant by the character itself is a person's character, character, morals, or personality formed from internalizing various virtues that are believed and used as a basis for perspective, thinking, behavior, and acting.<sup>3</sup> According to Sigmund Freud, quoted by Zainal Aqib, "a character is a striving system which underly behavior." Character is defined as a collection of values embodied in a driving force system that underlies thoughts, attitudes, and behaviors that will be displayed steadily.<sup>4</sup>

Researchers chose MTS Miftahul Ulum (Boarding School) Magersari as a place of research because researchers wanted to analyze boarding school management at MTS Miftahul Ulum (Boarding School) Magersari, why MTS Miftahul Ulum (Boarding School) Magersari chose boarding school as a unique program in educating students, especially seventh-grade students aged between 13 and 15 years. Boarding School is the same as pesantren, which requires students to live in dormitories with more emphasis on religious habits.

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<sup>1</sup>Misbahul Munir, *Manajemen Pendidikan* (Yogyakarta: Fakultas Tarbiyah UIN Sunan Kalijaga Yogyakarta, 2010), 6.

<sup>2</sup> Sauqi Futaqi, "MANAJEMEN PENGETAHUAN DALAM MENINGKATKAN MUTU LEMBAGA PENDIDIKAN ISLAM," *TA'LIM: Jurnal Studi Pendidikan Islam* 3, no. 2 (2020): 210-29.

<sup>3</sup>Kementerian Pendidikan Nasional, *Pengembangan Pendidikan Budaya dan Karakter Bangsa* (Jakarta: Kementerian Pendidikan Nasional, 2010), 3.

<sup>4</sup>Zainal Aqib, *Pendidikan Karakter: Membangun perilaku Positif Anak Bangsa* (Bandung: CV Yrama Widya, 2011), 30.

## Method

This research is an in-depth study to obtain complete and detailed data. This study aims to get an in-depth picture of boarding school learning to form character with a qualitative approach. According to Best, the qualitative approach quoted by Sukardi is a research method that seeks to describe and interpret objects as they are. Likewise, Prasetya said that qualitative research is research that explains facts as they are. The researcher took the research place at MTS Miftahul Ulum Boarding School Magersari, located in Juwet Hamlet, Magersari Village, Plumpang District, Tuban Regency. In this case, the researcher wants to describe boarding school learning management as an effort to create character for students at MTS Miftahul Ulum (Boarding School) Magersari, Plumpang District, Tuban Regency.

This study's data collection used three techniques: in-depth interviews, participant observation, and study documents. In qualitative research, the data collected must be in the form of descriptive data exposure. The qualitative descriptive analysis technique is data analysis that produces detailed descriptions of boarding school learning at MTS Miftahul Ulum. In this case, the data analysis is carried out using three steps: data reduction, data display, and conclusion.

## Results and Discussions

### Boarding School learning management at MTS Miftahul Ulum Magersari

Boarding School learning management at MTS Miftahul Ulum Magersari is the integration of the National Curriculum and the curriculum of the Pondok Pesantren Foundation, where the implementation is carried out in three phases, namely Diniyah Takmiliyah Wustha learning in the morning, followed by formal Madrasah Learning under the Ministry of Religion, deepening mastery of language talent and Tahfidzul Quran, and book study yellow at night. After the researchers made several observations, interviews, and documentation results from several informants related to boarding school learning at MTS Miftahul Ulum Magersari, the researchers got several findings, namely:

#### 1. Planning for boarding school learning at MTS Miftahul Ulum

Learning planning includes: (a) learning is always adjusted to pesantren activities because MTS Miftahul Ulum is an institution under the auspices of Pondok Pesantren, (b) planning is carried out through workshops by all managers and implementers from the formal, non-formal, or madrasa teachers *diniyah takmiliyah*, (c) lesson plans that must be prepared are arranging the division of teaching tasks, compiling lesson schedules, compiling teaching programs and making teaching preparations, (d) formal learning planning must pay attention to content standards and the level of student needs. In this case, the school adds learning hours according to the needs of students at school (SKL, RPP, and syllabus), and (e) lesson plans are made by each teacher, both formal and non-formal teachers, with the hope that a teacher has a target to be achieved for one year semester.

#### 2. Implementation of boarding school learning at MTS Miftahul Ulum

The implementation of learning includes: (a) the implementation of learning cannot be separated from all parties, both internal and external to the school, so excellent cooperation and coordination are needed between the school (coordination and cooperation between formal, non-formal and Madrasah diniyah takmiliah teachers) and parents, community and so on, (b) the implementation of learning includes filling out the class progress list, managing class organization and conducting evaluation of learning outcomes, (c) filling out the class progress list as evidenced by the existence of a student progress book that is used to evaluate the progress of the learning process, (d) The implementation of learning is not only done in the classroom but also outside the classroom. For this reason, teachers must be able to choose the right strategy when learning inside or outside the classroom, and (e) the implementation of learning ends with evaluation activities, both evaluations from the academic side as evidenced by evaluations after completion of learning activities, namely daily, mid-semester and final evaluations. While the non-academic evaluation is evidenced by the assessment of the child's personality when at school and at the boarding school. semester.

### **3. Evaluation of boarding school learning at MTS Miftahul Ulum**

Learning evaluations include: (a) evaluations that are carried out thoroughly both in formal and non-formal institutions, (b) combined evaluations are carried out once a month by all educators, both formal, non-formal and asatidz from Madrasah diniyah takmiliah with the aim of getting an evaluation from the point of view of different views while getting input and solutions based on mutual consensus, (c) evaluation of each coordinator is carried out once a week according to the mutual agreement of each member, (d) evaluation by the principal is not directed to the class, but the principal is more often put forward the technical evaluation of learning when in the meeting forum and to follow up the principal delegates to his representatives. This task is followed up by collecting learning tools that the teacher must prepare, and (e) evaluation is not only carried out through meetings. The evaluation is usually carried out indirectly through casual discussions with waka-waka. Furthermore, the evaluation follow-up was carried out by the deputy principal, who was more personal in controlling both administratively and learning activities.

### **Boarding School Learning Management as an effort to create students with character at MTS Miftahul Ulum Magersari**

The strategies used to shape the character of students include habituation of students, exemplary, giving rewards and punishments, incorporating religious material in every subject that allows it to be done (internalization of values), and

creating a conducive climate and atmosphere so that character can be formed in students.

**a. Habituation**

Research findings regarding habituation at MTS Miftahul Ulum Magersari are through the implementation of scheduled activities starting from Diniyah Takmiliah learning in the morning, followed by formal learning at Madrasah Tsanawiyah, skills development activities, and learning the study of Islamic boarding schools. In addition, habituation to religious activities, self-development, and social activities. Religious activities include implementing the Duha prayer, the *tahajjud* prayer and the congregational fardhu prayer. Social activities such as the implementation of ro'an (cleaning), social services, donations for friends or those who get a disaster.

**b. Exemplary**

Research findings regarding exemplary at two institutions include a) having good morals, teachers and employees provide good morals, with the ways and attitudes of those who uphold tolerance for others, b) respecting elders, even though their position as gardeners or employees, c) say good words, and d) say hello when meeting either students to students or students to teachers.

**c. Reward and Punishment**

Research findings regarding reward and punishment in this institution include a) giving rewards in the form of material or non-material to students who behave well and obey the rules, b) giving punishment to those who often violate the rules either at school or at the cottage, c) Calling parents for those who get a red card or commit a serious offense.

**d. Value Internalization**

Internalization is done by providing an understanding of the importance of religion to students. Furthermore, students always give advice about polite speech and manners to parents, teachers, and other people. In addition, the internalization process is carried out by all teachers who internalize religious teachings with their knowledge, such as biology teachers who link the material with religious values. This can be done by all teachers so that the internalization process can touch students. Moral messages conveyed by general teachers are sometimes more touching to the hearts of students, so that the internalization process will be able to enter the minds and actions of students, because they are always reminded of religious values.<sup>5</sup>

**e. Creating a conducive atmosphere**

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<sup>5</sup> Sauqi Futaqi, "Memperkokoh Basis Teologis Pendidikan Islam," *TA'LIM: Jurnal Studi Pendidikan Islam* 3, no. 1 (2020): 114-27.

Findings regarding creating a conducive atmosphere include (a) warning each other when a friend makes a mistake or commits a violation as well as between teachers; (b) providing constructive input suggestions to friends or those who make mistakes.

### Conclusions

The Boarding School Learning Management implemented at MTS Miftahul Ulum Magersari, Plumpang District, Tuban Regency is a learning that is an integration or combination between the National Curriculum and the Pondok Pesantren Foundation curriculum by applying Diniyah Takmiliah Wustha learning in the morning, followed by formal Madrasah Learning, deepening language talent and Tahfidzul Quran, as well as the study of classical books. Learning management at MTS Miftahul Ulum Magersari focuses on the intensive learning curriculum process based on the orderly stages of planning, implementing learning processes, and evaluating learning outcomes.

Boarding school learning at MTS Miftahul Ulum Magersari to shape the character of students who are religious, independent, disciplined, caring, and responsible is carried out through (1) habituation and *uswah al-hasanah* while the concrete step is to interrupt the advice on each lesson or basic competency that taught, (2) exemplary by respecting all boarding school residents, spreading greetings and upholding tolerance (3) reward and punishment while concrete steps are to motivate children to always have good characters which are reflected in all children's activities, (4) internalization of values throughout subjects taught both formal schools and foundation curricula, (5) creating a conducive atmosphere such as reminding each other if someone violates the rules and giving constructive input or advice to friends who make a mistake.

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