# Islamic Boarding School Student Management (Multi-Case Study at the Rasyidiyah Khalidiyah Islamic Boarding School for Men and Women in Amuntai, Hsu Regency)

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**ABSTRACT:** This study aims to describe and analyze the management of students covering aspects of recruitment, coaching, development, special services, and evaluation. This research is descriptive research with a qualitative approach. The researchers conducted the study at the Rasyidiyah Khalidiyah Putra and Putri Islamic Boarding School in Hulu Sungai Utara Regency. The researchers collected the data by observation, interviews and documentation. Data were analyzed by snowball sampling technique. The results showed: Recruitment of new students at Islamic Boarding Schools by distributing registration information brochures through websites, social and electronic media and alumni channels. There are two ways to register, namely online and manual. The selection goes through two sections, namely: the ability to religious knowledge and general knowledge and the ability to read the Qur'an. The criteria for being a santri can read the Qur'an, have a formal education certificate; Coaching is done through formal learning and extracurricular learning; Development includes interests, talents, abilities and achievements of students; Special services such as Mosques, Dormitory, Libraries, Guidance and Counseling, Laboratory, Canteen, PUSKESTREN, UKS, NM/OSIS,) Extracurricular Transportation; Evaluation includes evaluation of types, tools and forms. Islamic boarding schools should integrate technology in learning activities because technology is essential as a provision for students after graduation.

**KEYWORDS:** Student Management, Islamic Boarding School

## INTRODUCTION

Islamic Boarding School is one of the Islamic educational institutions which is the basis for the spread of Religion as a moral and mental fortress in facing the progress of the times. One of the Islamic boarding school elements is the santri, who act as students. Students are not educational objects ready to be filled with knowledge from the teacher's brain. As students' subjects, they have self-autonomy and want to be recognized according to their potential strengths and weaknesses (Suriansyah, 2014: 7). It is necessary to implement student management to receive reliable and quality educational services to maximize the potential of students' talents, interests, abilities, and achievements in Islamic boarding schools. Management of students/students needs to be implemented because the center of education services in schools is students. All activities in schools, including learning management, education staff, infrastructure and facilities, finance, school relations with the community, and special education services, are all directed so that students get reliable and quality educational services (Imron, 2016:1).

The management of students in Islamic boarding schools is a challenge in itself where the activities are entirely in Islamic boarding schools; this requires special attention to them. Ustazd and the builder of the boarding school indirectly become the substitutes for the parents of the students; all problems are the responsibility of the Islamic boarding school. In general, the problem of managing santri in Islamic boarding schools is how to foster students' mentality so that they live disciplined by instilling discipline in students so that Santri programs can be appropriately implemented. The existence of differences in students' background, economic status, and residence of origin is one of the factors that must be faced in the management of students. This condition requires Islamic boarding schools to formulate santri activities to unite the diversity of santri in Islamic boarding schools. Student management activities should strive to unite students with various backgrounds and many differences (Badarudin, 2001: 26). There is a pesantren that has been running and led by several generations. This pesantren has developed in the last few decades in terms of the number of students, namely the Rasyidiyah Khalidiyah Putra and Putri Islamic Boarding School, which is located in the city of Amuntai, Hulu Sungai Utara Regency.

Based on preliminary observations made by researchers, one of the uniqueness or advantages of Islamic Boarding Schools is that the alumni of the Islamic Boarding School can be accepted at foreign universities such as Al Azhar University Cairo, University of Toronto Canada, Birmingham UK and other foreign universities. This achievement is one of the successes of the

boarding school management in the field of santri. In addition, the dormitory system functions not only as a place for students to live but also as a place for learning and coaching.

## THEORETICAL REVIEW

### Islamic boarding school

Pondok Pesantren has two terms. The basic etymology is a place for students to learn, while Pondok means a simple house or residence made of bamboo. According to Nazurwan (2020:45-46). The division of pesantren is divided into two parts, namely in terms of the programs provided and educational programs. Education in the pesantren environment places the teaching and learning process as a transfer of religious values that have the value of worship and continuously regardless of lesson hours (Miftahuddin, 2016: 56). The term pesantren is called Islamic Boarding school. Unlike the pesantren, the hut comes from Arabic, which means hotels, dormitories, houses and simple dwellings (Muntholib, Maisah, Maryani, 2018:410). Islamic boarding schools are starting to be seen as an alternative to Islamic education in Indonesia. Once again, the free advancement of science and technology does not necessarily make this country peaceful. It takes character and religious morals to balance it out. Because without this technology will only be a source of disaster and destruction for a country (Mikael, 2021: 123). Azra (2011), whatever form the system of pesantren (traditional and modern), the development of education in pesantren refers to 3 aspects: handicraft, brain sharpness, and moral foundation. The system is a whole component, each of which works in its function. In connection with the functions of other components, they are integrated into moving towards a predetermined goal. Components that work according to their functions work in a series of one system. Systems that can move in an integrated manner move towards the destination according to their function. The education system is an integrated whole of all academic units and activities related to others to seek the achievement of educational goals (Arifin, 2016).

### Management

Management comes from Latin, namely from the origin of the word manus, which means hand and agere (to do), then merged into Managere, which means to handle, management in English and Indonesian means management. According to GR Terry and LW Rue (Aziz, 2016:11), management is a form of work; managers in carrying out their work must carry out management functions, namely: planning, organizing, staffing, motivating and controlling. Barnawi (2018) The importance of basic principles in management practice include determining work methods, selecting jobs and developing skills, selecting work procedures, determining task boundaries, preparing and making job specifications, conducting education and training, implementing systems and the number of rewards. It is intended to increase the effectiveness, efficiency and productivity of work. The management function will run well if it adheres to management principles; management principles will lead to a leadership pattern that can satisfy many parties.

### Student/Student Management

Student management can be formulated as structuring and regulating activities related to students or students from entering to leaving the student an educational institution. While the student management function itself is (a) Coordinate Human Resources and finance towards the achievement of organizational goals effectively and efficiently, (b) Linking the organization with the external environment and responding to community needs, (c) Develop an organizational climate in which people can pursue individual (individual) and shared (collective) goals, (d) Carry out certain functions that can be determined, such as setting targets, planning, empowering human resources, organizing, implementing and supervising.

### Scope of Student/Student Management Activities

According to Imron (2016), the scope of student management includes regulating the activities of students from the time they enter school until the person concerned graduates, both concerning students or students directly, as well as those relating to students indirectly (Imron, 2016). education personnel, educational resources, infrastructure and facilities).

## METHOD

This study aims to describe and analyze the management of male and female Islamic boarding school students, including aspects of student recruitment, coaching, development, special services and student evaluation. The key information in this research is the head of the boarding school, the head of the madrasa, the wakamad for student affairs, and the senior ustazd. This study is descriptive research with a qualitative approach. The researchers conducted the study at the Rasyidiyah Khalidiyah Putra and Putri Amuntai Islamic Boarding School, HSU District. Observation, interviews, and documentation carried out data collection. The researchers analyzed the data using descriptive analysis with the snowball sampling technique. The research instrument used interview, observation and documentation guidelines.

## RESULTS

The findings of student management at sites I and II can be drawn as follows:

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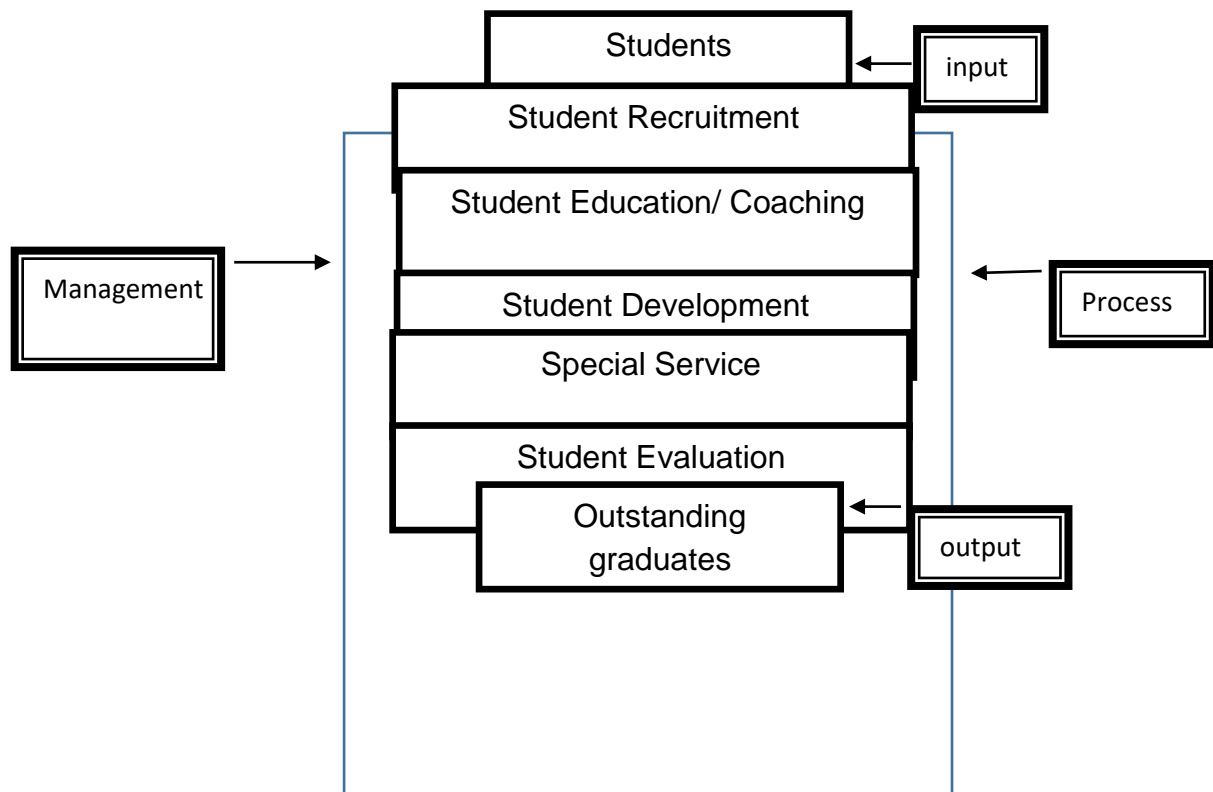


**Picture. 1.1 Conceptual model of Islamic Boarding School Student Management**

The description of the research findings in Cases I and II can be seen in the research explanation below.

**A. Recruitment of new students for the Rasyidiyah Khalidiyah Putra Islamic Boarding School and the Rasyidiyah Khalidiyah Putri Amuntai Islamic Boarding School, Hulu Sungai Utara Regency.**

Recruitment or withdrawal starts from the announcement of acceptance, registration, testing, and acceptance and re-registration. Through good and selective recruitment, reliable and competent human resources will be produced in their field.

The results of interviews, observations and documentation conducted by researchers at each Islamic Boarding School found differences in the process of accepting new students. The Putra Islamic Boarding School gives special treatment to new students from remote areas, Muslim Dayak tribes, and students from Central Kalimantan in mastering reading and writing the Qur'an as one of the criteria. This case is because Islamic boarding schools understand the environmental conditions where students are a minority, and there are still not enough religious leaders. Islamic boarding schools are obliged to accept and foster future generations so that Islam can develop in their area. While there is no special treatment for female students, all female students receive the same treatment.

Further differences were found regarding the basis for considering the class of students. There is no superior class at the Men's Islamic Boarding School; students who have achievements in learning are placed in all class groups mixed with moderate and less intelligent students. At the Women's Islamic Boarding School, the superior class is intended for students who excel in learning.

Acceptance of new students is a routine agenda carried out by the Rasyidiyah Khalidiyah Men's and Women's Islamic Boarding Schools. Based on the research results on the implementation process, it has been carried out through stages such as the formation of a committee, socialization of student acceptance, selection, orientation, and finally, a grouping of students' learning. Pondok Pesantren Putri types of grouping students in the dominant class are individual.

Pondok carries out the process of recruiting new students. The results of this study are not much different from the opinion of Badarudin (2013: 31). the scope of student management is student planning, student recruitment, student selection; acceptance of new students, student orientation; placement of students, recording and reporting of students, graduation and alumni, coaching and development of students; student evaluation; and transfer of students.

Recruitment of students is part of the management organization of Islamic Boarding Schools that must be carried out so that student guidance can be carried out early. The student recruitment system is one of the determining factors in the success of student management. The results of this study support or strengthen research conducted by: Pradewi (2015), Susanto, Dedy (2017), Huda (2018), Perawironegoro, Djamuludin (2019), Noor (2020), Nazirwan et al. (2020).

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**B. Coaching for Santri at the Rasyidiyah Khalidiyah Putra Islamic Boarding School and the Rasyidiyah Khalidiyah Putri Amuntai Islamic Boarding School, Hulu Sungai Utara Regency.**

In formal education, teaching students at Islamic boarding schools is integrated and balanced through religious knowledge and general science.

The coaching process for students is not only carried out while they are still in the boarding school but also after the students leave. Guidance for alumni students is carried out through annual meetings to achieve alumni's gait in the community. The alumni development is monitored through IKA RAKHA, namely the Rasyidiyah Khalidiyah Alumni Association. Meanwhile, the students' development who are studying is carried out in terms of discipline, morals or etiquette, and academic and non-academic achievements, which are correlated through students' self-development. To motivate students, Islamic boarding schools make a schedule to carry out classical coaching once a month which the boarding school administrators and alumni fill. Student community development is carried out by giving students the freedom to go directly into the community, such as filling in the majlis, being a priest and organizing corpses. Students' activities are not monotonous in the dormitory or cottage environment. Still, they are directly involved in the community so that the surrounding community can immediately enjoy the products of the Islamic Boarding School. by utilizing the students in the construction of religious activities.

Discipline development of santri boarding schools that violate the rules will be given educational punishments such as getting additional memorization. Like students who always obey, get rewards such as praise and become role models for other students.

The results of this study are in line with the opinion of Aziz (2012: 47). He states that the student development field creates conditions or makes students aware of their learning tasks. Students who are studying have the right to receive lessons and education and have the right to receive guidance, and coaching.

Coaching can be done in curricular and extracurricular activities because these two aspects cannot be separated. This case is supported by the opinion of Suriansyah (2014: 19). revealed that extracurricular activities are an inseparable part of curricular activities in forming the young generation as a whole.

While the aspects of coaching must be focused and organized, especially those related to talents, interests, and achievements related to religious potential and potential in the general field. Pradewi (2015:14) stated that among the aspects of student development is the development of academic achievement, arts and or sports according to talents and interests.

The success of student development is measured through an assessment process carried out by educational institutions. The measure often used is to go to class and not go to class for students who have not reached the final level. The assessment carried out by the teacher is, of course, based on the assessment principles that apply in the educational institution.

The results of this study support or strengthen research conducted by: Jumiati (2011), Isnaini (2012), Forqon (2016), Heli, Zakiyah, Qiqi (2017), and Widodo (2018).

**C. Development of Santri at the Rasyidiyah Khalidiyah Putra and Putri Amuntai Islamic Boarding Schools, Hulu Sungai Utara Regency .**

At the Rasyidiyah Khalidiyah Men's and Women's Islamic Boarding Schools, the development of students is carried out by looking at the talents, interests, abilities and achievements of the students, not by imposing the will of the Pondok Pesantren program. Students are given the freedom to choose according to their wishes or wishes. Talents, interests, abilities and achievements of students become aspects of students' self-development at the Rasyidiyah Khalidiyah Islamic Boarding School. Islamic boarding schools open specialization classes such as Alqur'an tahfizd classes, the art of reading and writing the Koran, guidance for overseas education programs through additional language classes, etc. Santri who have skills in carpentry are facilitated with extra carpentry classes, training is held, and a carpentry laboratory is established. Student self-development aims to provide opportunities for students to develop and express themselves according to their needs, abilities, talents, and interests, students according to the conditions of the Islamic Boarding School. The Rasyidiyah Khalidiyah Islamic Boarding School provides special services to facilitate the distribution of the potential that exists in students. One of these special services is the existence of extracurricular activities. The results of this study are in accordance with Zazin's opinion (2016: 118). Self-development aims to provide opportunities for students to develop and express themselves according to their needs, abilities, talents, interests, students and school conditions. They were supported by the opinions of two other experts, namely Badarudin and Kompri. Badarudin (2016:61) argues that the students' development can be done through extracurricular activities. Kompri (2016:229) stated that extracurricular activities are Krida (Scouts, PMR, OSIS, PASKIBRA), Academic and Non-academic Activities, Talent and Achievement Training (Sports, Cultural Arts, Love of Nature, Journalism, Theater and Religion), Student Cooperative activities and so on. Extracurricular activities can be carried out in individual, group, classical, and field forms. The results of this study support or strengthen research conducted by: Salamiah (2012), Istiqamah (2012), Hamid (2012), Saidi (2016), and Meriza (2018).

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**D. Special services for students at the Rasyidiyah Khalidiyah Putra Islamic Boarding School and the Rasyidiyah Khalidiyah Putri Amuntai Islamic Boarding School, Hulu Sungai Utara Regency.**

At the Rasyidiyah Khalidiyah Men's and Women's Islamic Boarding Schools, there are special services provided by Islamic Boarding Schools to explore students' potential. These special services are Mosque, Dormitory, Library, Guidance and Counseling Services, Laboratory consisting of Language, Science, Computers, and Carpentry, Canteen, PUSKESTREN or Islamic Boarding School Health Center, UKS, NM/OSIS, Extracurricular such as Scouts, Tutoring, Tahfizd Alqur'an, Recitation (Tawhid Study, Moral Recitation, Hadith Study), Sports (Soccer, Futsal, Volleyball, Badminton, Karate) and Arts (recitations of the Qur'an, Calligraphy, Digital Art), Marching Band, PASKIBRA, PMR, Transportation (Ambulance Cars and Pondok operational cars). The results of this study are in accordance with Badrudin's opinion (2016: 59), which states that the development of students includes special services that support student management. These services include guidance and counselling services, library services, canteen services, health services, transportation services, boarding services, and extracurricular services. Another expert opinion is Mutohar (2016:277) stated that one of the factors for improving the quality of education is the continuous improvement of services.

Special services for students are determining factors in improving the quality of education. Students can express their talents, interests, abilities, and achievements through special services. This research supports or strengthens the study conducted by: Aydogdu (2016), Zainul (2016), Arafani, Ilyas, Zikra (2018), Dhuhani, Elfridawati (2018), and Insy (2021).

**E. Evaluation of Santri at the Rasyidiyah Khalidiyah Putra Islamic Boarding School and the Rasyidiyah Khalidiyah Putri Amuntai Islamic Boarding School, Hulu Sungai Utara Regency.**

This type of evaluation consists of formal subjects evaluation and extracurricular subjects evaluation. The evaluation tools consist of tests, portfolios and interviews. The form of assessment consists of written, oral and practical evaluations. The results of this study are in line with the opinion of Tayibnafis (2018: 4). states that evaluation is used for accountability, information, selection, or continuation; evaluation is expected to help development, implementation, program needs, program improvement, selection, and motivation to increase knowledge and support. Students are one of the popular objects for educational evaluation. Daryanto (2016:128) supports that in the field of education, evaluation activities are the main activities that cannot be abandoned because evaluation is related to instructional goals. Strengthened by Saripudin (2020:3). Mention the types of evaluation. First, evaluation based on objectives includes diagnostic evaluation, placement evaluation, formative evaluation and summative evaluation. Second, evaluation based on objectives includes context evaluation, input evaluation, process evaluation, result evaluation, and outcome evaluation. Third, evaluation based on the scope of learning activities includes evaluation of teaching programs, evaluation of teaching implementation processes, and evaluation of learning outcomes. Fourth, the type of evaluation is based on the object and subject of evaluation related to learning and learning. Basuki emphasized (2020:129) that evaluation data are in the form of notes, interview results, tests and others; then, these results are used as a basis for loading improvement input (feedback). In line with the opinion of Daryanto (2015:318) states that the form of evaluation itself is a written, oral, and action/practice evaluation.

Implementation of proper evaluation and carried out regularly and consistently makes it easier for Islamic boarding schools to know the mastery of formal and non-formal learning materials. The results of this study support or strengthen research conducted by: Mutholib, Maisah, Maryani (2018), Shodiq (2019), Prabowo (2019), Mulyani, Suryapermana (2020), and Munir (2020).

**CONCLUSIONS**

Recruitment or acceptance of new students at male and female Islamic boarding schools is carried out by distributing registration information brochures through the official Islamic boarding school website, social media, electronic media and alumni channels. Registration is done through two channels, namely online and manual. The guidance of the male and female Islamic boarding school students is carried out through formal education or on the content of learning the government curriculum and Islamic boarding school curriculum, which is carried out in an integrated manner in the morning and extracurricular learning, which is carried out in the afternoon and at night. Aspects of coaching are carried out on aspects of students' discipline, etiquette, talents, interests, and abilities. The coaching involves all elements of Islamic boarding schools, such as foundation administrators, ustazd and ustazdah, dormitory supervisors and alumni students, development of the Rasyidiyah Khalidiyah Islamic Boarding School for Boys and Girls students. The focus of the development of students is on their interests, talents, abilities and achievements of students. There is a slight difference in the development of male and female students; the difference occurs in the development of the entrepreneurial aspect. Special services for the Rasyidiyah Khaliyah Islamic Boarding School for men and women are Mosques, Dormitory, Libraries, Guidance and Counseling, Laboratories consisting of Language, Science, Computers, and Carpentry Canteens, PUSKESTREN or Islamic Boarding School Health Centers, UKS, NM/OSIS, extracurricular activities such as Scouts. The Rasyidiyah Khalidiyah Putra Islamic Boarding School students and the Rasyidiyah Khalidiyah Putri Islamic Boarding School were evaluated in two types, namely evaluation of subjects or formal formal formal learning with the content of the Government curriculum and Islamic Boarding School and evaluation of extracurricular education. The data or tools used in the

evaluation use evaluation with tests, portfolios and interviews. While the form of the evaluation carried out is in the form of evaluation in written, oral and practical forms.

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