Boarding School-Based Character Education Management (Case Study at MAN Insan Cendekia Tanah Laut)

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ABSTRACT: Character education is considered one of the efforts to improve character education within the educational system. Character education involves teaching or guiding students to realize truth, goodness, and beauty through the process of evaluating the right values and consistently acting upon them. Strong character building through boarding schools is very important for Indonesia. Effective management is also necessary to significantly enhance the character of students. The research method used in this study is a case study. Two data analysis methods are employed in this study: individual site analysis and cross-site analysis. The results of this study are: 1) The education system in this madrasah aims to bridge the dichotomy between religious science and general science, with the leadership of the head of the madrasah playing an important role in formulating the vision, managing the program, and encouraging innovation; 2) Teacher empowerment is carried out through a comprehensive orientation and coaching program that includes ideological, professional, and institutional aspects; 3) The strategy of instilling character values is conducted through an integrated boarding education program, including religious activities, soft skills development, and academic coaching. 4) The expected result of the implementation of this dormitory-based character education is the formation of graduates who have strong Islamic personalities, international communication skills, and 21st-century skills such as critical, creative, communicative, and collaborative thinking.

KEYWORDS: Management, Character, Boarding School, Leadership, Teacher

I. INTRODUCTION

The 21st century is a complex era where every aspect of life crosses traditional boundaries. Social, cultural, economic, technological, and educational aspects are closely intertwined and influence each other. This process causes a rapid exchange of information and ideas, leading to new dynamics in social interactions, cultural development, economic growth, technological innovation, and educational management (Bialik & Fadel, 2015). The current 21st century has brought challenges that have resulted in a character crisis. Bell in Darmawan & Tjalla (2021) stated that there are six challenges in the 21st century: economic integration, political fragmentation, interdependence, high technology, and new cultural colonization. To address these challenges, smart, resilient, and character-driven human resources are needed.

World Economic Forum (2015) offers a 21st Century Education conceptual framework that includes 16 essential skills students need to survive and face the challenges of changing times. Among these 16 aspects, only six are related to adolescent character development: Curiosity, Consistency, Initiative, Adaptability, Leadership, and Social and Cultural Awareness. Curiosity drives individuals to keep learning, exploring new things, and seeking more information, which builds critical thinking and creativity. Consistency refers to integrity, self-discipline, and commitment to doing things well, so individuals will hold firm principles and be responsible for their decisions.

Next, initiative refers to individuals who dare to take the first step, take risks, and not rely on others. Adaptability refers to the ability to adjust to different situations, experiences, and changes. Leadership refers to the ability to influence, motivate, and mobilize others to achieve certain goals. Lastly, Social and Cultural Awareness includes respect, empathy, and appreciation for cultural diversity, backgrounds, and different perspectives. Individuals with this character can appreciate differences and build positive relationships with others (Darmawan & Tjalla, 2021; Khumairoh et al., 2022). These six characters can be developed through a holistic approach that integrates classroom learning, extracurricular activities, the social environment, and supportive policies.

As times progress and change, human behavior also evolves over time. This also changes the development of the education system globally and specifically in Indonesia (Risdianto, 2019). A leader capable of realizing this change is needed. The development of global education today is inseparable from the advancements of the industrial revolution worldwide, as economic changes indirectly affect the educational structure of a country (Risdianto, 2019). Stakeholders must respond swiftly and appropriately to the challenges of the industrial revolution to enhance Indonesia's competitiveness amid global competition (Aslamiah, 2019).

To respond to these challenges, character education development is important for teenagers. Diananda (2019) cites the World

Health Organization (WHO), which defines adolescents as those aged 10-19 years. According to Indonesian health regulations (RI No. 25 of 2014), adolescents are defined as individuals aged 10-18 years. Character development focuses on the age range of 1620, where individuals find their identity and have more mature thinking (Khumairoh et al., 2022).

Character education is considered one of the efforts to improve character education within the educational system. Character education involves teaching or guiding students to realize truth, goodness, and beauty through the process of evaluating the right values and consistently acting upon them. Strong character building through boarding schools is very important for Indonesia.

Astuti et al., (2023) stated that character education plays a crucial role in shaping individual moral development. Through education focusing on character values, the morality of the Indonesian nation can be enhanced and renewed. Rasyid et al., (2024) mention that character education plays a significant role in shaping students' personalities, preventing social problems among teenagers, and preparing a responsible generation. Additionally, character education provides the foundation for a harmonious community life and supports academic achievement.

Boarding school character education has great potential to integrate human values. In the life of well-mannered students, human values are demonstrated through social behavior. As Rohmah (2019), mentioned, to create an environment that supports social behavior, boarding schools must comprehensively implement character education in all their components. Good management is also needed to significantly enhance students' character. Several aspects make management effective. According to Arcaro in Suriansyah (2017) management is considered good if it focuses on five aspects: 1) Customer focus; 2) Total involvement; 3) Measurement; 4) Commitment; and 5) Continuous improvement.

Meli et al., (2023) stated that good boarding school management and exemplary boarding school staff are essential for shaping students' character. Maimun et al., (2021) mention that effective management is necessary to improve the quality of education. Lastly, Indriyani et al., (2023) state that effective management is required to systematically and directionally design programs. Therefore, implementing good management can be a strategic effort to strengthen student character education.

Despite universal character education, cases of bullying, juvenile delinquency, and sexual harassment among teenagers are still prevalent. Data from UNESCO (2019) shows that the highest percentage of students reporting bullying experiences is in sub-Saharan Africa (48.2%), followed by North Africa (42.7%) and the Middle East (41.1%). Conversely, the lowest proportion is found in Europe (25%), the Caribbean (25%), and Central America (22.8%). Additionally, students in sub-Saharan Africa are the most likely to report being bullied at school for six days or more in the past month (11.3%), while the likelihood is lowest in Central America (4.1%).

Rovner (2023) mentioned that in 2020, about one in four teenagers (26%) arrested for alleged delinquency was referred to juvenile court and detained while awaiting further legal proceedings, a figure that has remained stable in recent years. That year, 128,000 teenagers were detained on delinquency charges, reflecting a 68% decrease since 2005. This decline reflects significant changes in handling juvenile delinquency, with a greater focus on alternatives to detention and rehabilitation efforts.

Additionally, Borumandnia et al., (2020) stated that the prevalence of sexual harassment among adolescents globally varies widely, ranging from 0 to 99.8%. In Africa, the prevalence is reported between 1.3% and 99.8%, while in Asia, it ranges from 0 to 84.6%. The prevalence in the Americas and Europe is recorded at 3.5% and 3.3%, respectively. These significant differences reflect the diverse conditions and situations faced in various regions.

In Indonesia, the number of students experiencing bullying remains relatively high. Data from the Programme for International Students Assessment (PISA) 2018 shows that 41.1% of students in Indonesia reported experiencing bullying. This rate is significantly higher than the OECD member countries' average of 22.7%. This situation places Indonesia fifth highest out of 78 countries for the number of students experiencing bullying (Jayani, 2019). Besides bullying, juvenile delinquency in Indonesia is increasingly prevalent. According to data from KPAI for the period 2016-2022, there were 2,883 cases of children committing delinquency leading to legal proceedings. The highest number of cases occurred in 2018, with a total of 661 cases. KPAI data reveals that physical violence is the dominant type of delinquency. The 2018 National Survey on the Life Experiences of Children and Adolescents shows that most violence against teenagers aged 13-17 is committed by their peers (Adhantyo, 2022).

In South Kalimantan, there were 118 cases of bullying and juvenile delinquency involving violence, according to data from the South Kalimantan Women's Empowerment and Child Protection Agency (P3A). These cases include 50 cases of psychological violence, 29 cases of physical violence, and 45 cases of sexual violence. The highest number of violence cases in South Kalimantan was reported in Banjarmasin City with 24 cases, followed by Banjar Regency and Tanah Laut Regency (Tala) with 9 cases each, Banjarbaru City with 8 cases, Tanah Bumbu Regency (Tanbu) with 2 cases, and Kotabaru Regency with 1 case (Riki, 2023).

The prevalence of bullying is closely related to various challenges posed by the digital era. The emergence of advanced technology in this era has caused significant negative impacts, including increased dependence on technology, which ultimately leads many individuals to neglect their social and cultural values. Additionally, there is a growing threat from the instant gratification mindset, where children are conditioned to engage in superficial thinking and show decreased intelligence levels. This situation is alarming when considering its implications for children's character development and mental health.

MAN Insan Cendikia Tanah Laut, with its approach that combines science and religion, demonstrates how a balance between intellectual and spiritual intelligence can be nurtured in a boarding school environment. This diversity enriches our understanding of the importance of character education management in various educational settings, each with its own challenges and strengths. MAN

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Insan Cendikia Tanah Laut was chosen for its educational model that integrates science and religion, offering a holistic approach that balances knowledge mastery and religious character building.

Students at this madrasah are not only educated to excel in scientific academics but are also expected to have a strong moral and spiritual foundation. The well-managed boarding environment here allows for the implementation of character education management that can strengthen the interaction between religious and scientific values, creating balanced and integrated individuals. The diverse focus of these madrasahs provides a comprehensive picture of how character education management can be applied in various educational contexts, from science and religion to practical skills. Teachers at this school receive salaries from the DIPA and the school committee, which motivates them to supervise the boarding school students regularly.

Based on the problems described earlier, this research aims to analyze how the boarding school-based character education management program at MAN Insan Cendekia Tanah Laut is implemented. In this context, research on boarding school-based character education management patterns not only provides a deeper understanding of how boarding environments can be effective centers for character formation but also offers concrete solutions to address the moral and ethical challenges faced by the nation.

II. RESEARCH METHODOLOGY

The research method used in this study is a case study. The case study method is used to describe or explain a phenomenon, which is then classified to draw conclusions about leadership, teacher empowerment, character-building strategies, and student behavior shaped by boarding school-based character education at MAN Insan Cendekia Tanah Laut. This research was conducted on the natural object, MAN Insan Cendekia Tanah Laut. Data collection techniques used include interviews, observation, and documentation. The combination of these three techniques allows for data cross-validation, enhancing research credibility and providing a more holistic understanding of the phenomenon studied.

The data analysis technique involves examining and organizing steps for analyzing field data. Thus, data analysis consists of testing, categorizing, tabulating, or recombining empirical evidence to build initial research propositions (Yin, 2018). In this study, two data analyses are used: individual site analysis and cross-site analysis (Miles et al., 2014). In individual site analysis, the researcher creates several presentation formats in the form of matrices. These matrices contain interview categories and important interview quotes.

In this study, data were obtained from key informants who play crucial roles in boarding school-based character education management at MAN Insan Cendekia Tanah Laut using instruments prepared by the researcher. These informants were selected based on the relevance of their positions and experiences in implementing the character education program at the madrasah. The data collection instrument description from the key informants is presented in Table 2.1.

Table 1. Data Collection Instrument

No.	Research Objectives	Research Indicators	Data Source	Research Techniques		
				W	O	SD
1	Leadership of the Madrasah Head	Plan, Do, Study, Act (Gaspersz, 2002)	a. Head of MAN b. Insan Cendekia c. Head of Madrasah d. Section e. Deputy Head of f. Boarding School Deputy Head of Curriculum Deputy Head of Student Affairs Teacher Council	√	√	√
2	Teacher Empowerment	a. Professional Competence Improvement b. Leadership c. Participation d. Collaboration (Stoll et al., 2006)	a. Head of MAN b. Insan Cendekia c. Deputy Head of d. Boarding School Deputy Head of Curriculum Teacher Council	√	-	√

3	Character Building Strategy for Students	a. Noble Character (Reflective, Confident, Rational, Logical, Critical, Analytical, Creative and Innovative, Independent, Healthy Living, Responsible) b. Character Values (Relationships with People, Relationships with Nature) (Aisyah, 2018)	a. Head of MAN b. Insan Cendekia c. Deputy Head of d. Boarding School e. Deputy Head of f. Curriculum Deputy Head of Student Affairs Teacher Council Madrasah Committee	√	√	√
4	Student Behavior	According to the Decision of the Director General of Islamic Education No. 6988 of 2019 on Technical Guidelines for Boarding School Learning Management in Madrasah Aliyah Boarding Schools, includes: a. Education through Exemplary b. Education through Habituation c. Education through Lessons d. Education through Guidance and Advice e. Education through Discipline f. Education through Independence g. Education through Unity and Cohesion	a. Head of MAN b. Insan Cendekia c. Head of d. Madrasah Section e. Deputy Head of f. Boarding School g. Deputy Head of Curriculum Deputy Head of Student Affairs Teacher Council Madrasah Committee	√	√	√

III. RESULT AND DISCUSSION

Leadership at MAN Insan Cendekia Tanah Laut

Madrasah Aliyah Negeri (MAN) Insan Cendekia is a secondary education institution that proportionally integrates Islamic Religious Education with science and technology. This institution aims to pioneer bridging the dichotomy between religious knowledge and general science. The curriculum of MAN Insan Cendekia is based on Islamic ethics derived from the universal values of the Qur'an and Hadith, which form the philosophical foundation for all fields of knowledge taught. The educational approach at MAN Insan Cendekia reflects the Islamic perspective on knowledge as holistic, integrating textual religious sciences (qauliyyah) such as Qur'anic studies, Hadith, creed and morals, and jurisprudence with empirical sciences (kauniyah) and social sciences. This paradigm aims to produce graduates with a comprehensive understanding of knowledge derived from both revelation and scientific observation and experimentation.

The head of the madrasah, as the highest leader at MAN Insan Cendekia, is responsible for providing educational direction and movement for the entire academic community at MAN Insan Cendekia. The responsibilities of the head of the madrasah include several key aspects such as: 1) Formulating an educational vision that integrates Islamic values with scientific developments; 2) Managing the planning, implementation, and evaluation of madrasah programs; 3) Guiding staff and students to achieve excellent academic and moral standards; and 4) Encouraging curriculum innovation and adaptive teaching methods while maintaining Islamic principles.

Additionally, the head of the madrasah also plays a role in facilitating the availability of resources and supporting infrastructure, bridging communication between stakeholders, and conducting continuous evaluations of the institution's performance. Through this comprehensive leadership, the head of the madrasah becomes a central figure in realizing MAN Insan Cendekia as a superior, innovative, and characterful educational institution. The ultimate goal is to produce graduates who are not only intellectually competent but also possess high spiritual integrity, in line with the madrasah's vision and mission.

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The innovations implemented by the head of MAN Insan Cendekia have resulted in several distinctive advantages that set it apart from other madrasahs. First, the curriculum and learning development at this madrasah not only meet national education standards but also exceed these standards by integrating local excellence. Second, the madrasah management has adopted an Information and Communication Technology (ICT)-based system, supported by highly qualified educators and educational staff. Third, the madrasah provides learning facilities that not only meet but also exceed strict health, safety, comfort, and security standards.

Furthermore, MAN Insan Cendekia implements a mandatory boarding system for all students, managed professionally to support a comprehensive learning process. Finally, the madrasah enforces a progressive linguistic policy, requiring students to communicate in both Indonesian and international languages within the madrasah environment. The combination of these innovations creates a holistic educational environment, preparing students not only academically but also in life skills and global competencies.

The synergy of various strengths at MAN Insan Cendekia produces an integrated education system aimed at forming graduates with a comprehensive profile. These graduates are expected to have a strong foundation in faith and a deep understanding of religion (tafaqquh fiddin), accompanied by broad intellectual insight and critical thinking skills. They are also equipped with a moderate religious attitude, supported by mastery of competencies that meet established standards. These characteristics prepare MAN Insan Cendekia graduates to adapt and excel in leading higher education institutions, both domestically and internationally. More than that, they are expected to contribute positively to society, fulfilling their roles as Muslims who bring blessings to the universe (rahmatan lil alamin). This holistic approach aims to produce individuals who are not only academically proficient but also possess high moral integrity and social awareness, in line with the demands of the global era.

All of the aforementioned elements are encapsulated in the vision formulated by the head of the madrasah: "to realize highquality human resources in faith and piety, mastering science and technology, and being able to actualize them in society." This vision reflects the institution's commitment to developing superior human resources in three main dimensions: spiritual, intellectual, and social. First, this vision emphasizes the formation of individuals with strong faith and piety as the foundation of character. Second, it underscores the importance of mastering science and technology, recognizing the crucial role of these competencies in the modern era. Third, the vision stresses the ability to actualize the knowledge and values acquired in a societal context.

To measure the achievement level of the formulated vision, the head of MAN Insan Cendekia has established nine core values that serve as the philosophical and operational foundation for the entire academic community. These values include Faith and Piety as the spirit of life, Role Model in actions, and Care and Respect reflecting the teachings of Islam as a blessing for the universe (rahmatan lil'alamin). Curiosity is highly valued to encourage knowledge development, while Courage is fostered to build initiative and confidence. Commitment is emphasized to develop perseverance and diligence, while Independence is cultivated to form selfreliant individuals. Simplicity becomes a principle in daily behavior, and Honesty is established as the foundation of every action.

The integration of these values into all aspects of madrasah life aims to shape superior character and work ethic among the members of MAN Insan Cendekia. By implementing these values, the madrasah strives to create an educational environment conducive to the intellectual, spiritual, and social development of students. This aligns with the madrasah's vision to produce human resources who are not only academically excellent but also possess high moral integrity and are capable of making positive contributions to society. Thus, these core values serve as a compass guiding all activities and interactions at MAN Insan Cendekia, shaping the institution's identity and the characteristics of its graduates.

Teacher Empowerment at MAN Insan Cendekia Tanah Laut

Teacher empowerment provides opportunities for teachers to express their creative ideas and successful experiences, contributing to decision-making processes that enhance the quality of education and the advancement of the school. When teachers participate in decision-making, it leads to increased responsibility and a sense of ownership over the education provided at the school. This aligns with the concept of empowerment as described by Ahmadi & Arief (2022), stating, "Empowerment is a process of managers helping employees acquire and utilize the skills needed to make decisions that impact themselves and their work."

Based on this definition, empowerment can be understood as a process where managers help employees gain and use the skills necessary to make decisions that affect themselves and their work. In the context of education, this paradigm emphasizes the importance of granting autonomy and capacity to teachers to significantly contribute to the development of educational institutions. Thus, teacher empowerment not only enhances the quality of teaching but also fosters innovation, boosts staff morale, and ultimately has a positive impact on student learning outcomes and overall school effectiveness.

MAN Insan Cendekia implements teacher empowerment strategies through a series of comprehensive orientation and development programs aimed at both teachers and prospective teachers. These initiatives are crucial elements in efforts to improve the quality of education at the madrasah. The empowerment programs are designed with multidimensional goals encompassing ideological, professional, and institutional aspects.

From an ideological perspective, these programs aim to build a foundation of inclusive, moderate, and tolerant Islamic understanding while maintaining the spirit of Indonesian nationalism. This aligns with efforts to form educators with high integrity, strong commitment, and dedication to the development of MAN Insan Cendekia. Professionally, the programs focus on developing multifaceted competencies among educators, including pedagogical, personal, professional, and social aspects. This includes

equipping teachers with up-to-date knowledge and skills in planning, implementing, and evaluating learning, as well as introducing various innovative strategies and approaches in education.

From an institutional standpoint, the empowerment programs aim to foster a quality culture in managing an excellent madrasah. Educators are equipped with a deep understanding of the vision, mission, and strategic goals of MAN Insan Cendekia, as well as the latest policies from the Directorate General of Islamic Education. They are also introduced to the conceptual academic design of MAN Insan Cendekia, including core values, institutional profiles, and graduate competency expectations. Furthermore, the program exposes teachers to best practices in learning from high-quality educational institutions, broadening their perspectives and references.

Through this holistic approach, MAN Insan Cendekia not only aims to enhance the technical qualifications of its educators but also to form a community of educators with a shared vision, high commitment, and the ability to innovate in facing contemporary educational challenges. Thus, teacher empowerment becomes the main catalyst in realizing MAN Insan Cendekia's aspirations as an excellent and internationally standard Islamic educational institution.

Teacher empowerment at MAN Insan Cendekia is implemented through a series of comprehensive and professionally oriented activities. This multifaceted approach includes various complementary methods. Starting with brainstorming sessions that encourage creativity and innovation, teachers are given the opportunity to share new ideas and perspectives. This is followed by interactive dialogues and Q&A sessions, allowing for deeper knowledge transfer and better understanding of current educational concepts.

To enhance collaboration and knowledge exchange, MAN Insan Cendekia also organizes group discussions, panel discussions, and presentations. These methods not only facilitate peer-to-peer learning but also develop teachers' communication and leadership skills. To broaden their horizons and gain new perspectives, the program includes work visits, comparative studies, and case study analyses, enabling teachers to learn best practices from other institutions and apply them in their own contexts.

The practical aspects of professional development are emphasized through activities such as syllabus preparation and the development of Lesson Plans (RPP). By participating in these programs, teachers are expected to implement the RPP and syllabus according to established standards. As a culmination of this empowerment program, teachers are given the opportunity to share insights to enhance their understanding and gain firsthand experience with best practices in school management and teaching.

Through this holistic approach, MAN Insan Cendekia aims to create educators who are not only competent in their fields but also adaptive to change, innovative in teaching approaches, and capable of significantly contributing to improving education quality. This empowerment program reflects the institution's commitment to lifelong learning and continuous professional development, ultimately positively impacting the quality of education and reinforcing the character values imparted to students.

Strategies Employed by MAN Insan Cendekia Tanah Laut to Instill Character Values in Students

To instill character values in students, MAN Insan Cendekia offers a character education boarding program. This program is designed to create an immersive and holistic learning environment where instilling character values becomes an integral part of students' everyday educational experience. The boarding program not only focuses on academics but also gives special attention to personality development, social skills enhancement, and the inculcation of essential moral values.

In this context, the dormitory functions as a living laboratory for character development, where students learn and practice values such as responsibility, integrity, empathy, cooperation, nationalism, and strong human values through their daily interactions. Through structured routines, diverse extracurricular activities, and intensive mentoring programs, students are guided to develop self-discipline, independence, and leadership skills. This approach aligns with Albert Bandura's social learning theory, which emphasizes the importance of behavior modeling and learning through direct experience (Bandura & Walters, 1963).

The character education boarding program at MAN Insan Cendekia also integrates spiritual and cultural aspects, allowing students to internalize religious and cultural values within the context of modern life. This creates a strong foundation for shaping students' identity and personal integrity. Additionally, the boarding environment provides unique opportunities to develop emotional intelligence and conflict resolution skills, as students learn to live harmoniously in a diverse community.

This approach aligns with the concept of holistic education, which emphasizes the importance of developing all aspects of a student's personality, including intellectual, emotional, social, and spiritual dimensions. By combining formal education with the boarding life experience, MAN Insan Cendekia aims to produce graduates who are not only academically excellent but also possess strong character, good social skills, and a deep understanding of ethical and moral values.

Furthermore, this program reflects a proactive response to the challenges of character education in the digital age, where external influences often conflict with traditional values. By creating a controlled yet supportive environment, MAN Insan Cendekia strives to equip its students with a strong moral compass to navigate the complexities of the modern world. Ultimately, this approach is expected to contribute to the formation of a young generation that is not only intelligent and skilled but also highly ethical and socially aware.

In instilling character values, the boarding education program at MAN Insan Cendekia is implemented through various activities that students will undergo. The main focus of this program is religious guidance designed to foster awareness, active participation, and personal responsibility among students as future leaders. This holistic approach reflects a deep understanding of the importance of integrating intellectual and spiritual development in shaping strong character.

One of the main pillars of this program is Ta'lim Al-Quran, which consists of three important components: Tahsin, Tadarus, and Tahfizh Al-Quran. Tahsin Al-Quran, which begins with matriculation and initial ability assessment, aims to improve students' Quran

reading quality. Tadarus Al-Quran, conducted twice a day, not only encourages the completion of Quranic reading within a year but also assists students who still need guidance in reading. Tahfizh Al-Quran, as a flagship program, aims to provide a strong spiritual foundation with a minimum target of memorizing 3 juz (chapters) by graduation. This program reflects a pedagogical approach that emphasizes the importance of understanding and internalizing religious teachings through intensive interaction with the holy book.

Commitment to deepening Islamic teachings is also evident in the Tahfizhul Hadis and Kajian Kitab Kuning programs. Tahfizhul Hadis focuses on memorizing hadiths from the book al-Arba'in an-Nawawiyyah, while Kajian Kitab Kuning involves an in-depth study of various classical Islamic texts. These programs not only enrich students' religious knowledge but also develop their analytical skills and contextual understanding of Islamic teachings.

The Ibadah Amaliyah guidance and related programs such as Shalat Imam Guidance and Friday Khatib Guidance represent the practical aspects of character education. Additionally, students are taught how to manage funeral rites. These programs aim to develop students' spiritual leadership skills and public communication abilities, while also preparing them to actively participate in community life. This aligns with the concept of holistic education that emphasizes the importance of linking learning with practical applications in the real world.

Tausiyah and staff study sessions demonstrate that character formation at MAN Insan Cendekia involves all components of the madrasah, not just the students. This approach reflects the understanding that character formation is a collective process requiring consistency and exemplary behavior from all elements of the educational community.

Overall, these programs reflect a comprehensive and integrated approach to character education. By combining cognitive, affective, and psychomotor aspects within the context of Islamic teachings, MAN Insan Cendekia strives to form a young generation that not only has deep religious knowledge but is also capable of applying it in everyday life. This program also demonstrates an awareness of the importance of preparing students to face global challenges while adhering to spiritual and cultural values. This approach aligns with 21st-century education concepts that emphasize the importance of equipping students with life skills, critical thinking abilities, and strong moral values to navigate the complexities of the modern world.

Expected Outcomes from the Implementation of Boarding-Based Character Education at MAN Insan Cendekia Tanah Laut

MAN Insan Cendekia adopts a boarding school system as a fundamental pillar in its educational philosophy. In this context, the dormitory not only serves as a residence for students but also becomes an integral part of a holistic educational process designed to optimize the expected quality of education. This approach reflects a deep understanding of the importance of creating an immersive and continuous learning environment, where the educational process extends beyond the conventional classroom boundaries.

The boarding school system at MAN Insan Cendekia positions the dormitory as a crucial element in its educational architecture, requiring systematic and structured management. This approach acknowledges that dormitory life is not a separate entity but an inseparable part of students' educational experience, both within the context of the madrasah and in their preparation for interacting with the broader community. This concept aligns with the ecological theory of human development, which emphasizes the importance of interactions between individuals and various systems in their environment in shaping development and character.

The boarding education process at MAN Insan Cendekia is designed as a unified continuum, eliminating artificial boundaries between formal learning during the day and evening activities. This holistic approach encompasses the entire spectrum of human development needs, from self-actualization to social life skills. More significantly, this system places special emphasis on the internalization and implementation of Islamic values, considered essential foundations for success in both this world and the hereafter. This concept reflects the integration of secular and spiritual education, in line with Islamic educational principles that emphasize the balance between knowledge and religious values.

Through the boarding school system, MAN Insan Cendekia creates a controlled yet dynamic learning environment, where every aspect of students' lives becomes a learning moment. This approach enables more intensive monitoring and guidance, facilitating more directed character development, and offering opportunities to apply theoretical knowledge in the practical context of daily life. This system also allows for the development of soft skills such as independence, responsibility, and interpersonal skills, which are often difficult to achieve in conventional education systems.

The boarding school system at MAN Insan Cendekia can be seen as a microcosm of society, where students learn to coexist, collaborate, and resolve conflicts in a diverse environment. This aligns with the concept of education as preparation for life, not just for careers. By integrating academic learning, character development, and the practice of Islamic values into a single educational experience, MAN Insan Cendekia aims to shape a young generation that is not only intellectually capable but also possesses moral integrity, spiritual intelligence, and readiness to contribute positively to the global community.

The boarding school system at MAN Insan Cendekia implements a holistic approach to student development, emphasizing the importance of intensive mentorship by dormitory supervisors and foster teachers. The crucial role of these mentors reflects a deep understanding of adolescent development theory, which highlights the importance of parental figures in shaping identity and character. This approach aligns with the scaffolding concept in social learning theory, where appropriate and gradual support is provided to facilitate optimal student development (Bandura & Walters, 1963).

The program is designed to develop students' competencies in two main aspects: the formation of a strong Islamic personality and the development of international communication skills. The first aspect includes strengthening faith, understanding and implementing the teachings of the Qur'an and Hadith, and practicing worship and social interactions in daily life. The emphasis on

this aspect reflects a religion-based character education approach aimed at forming a strong moral identity. This aligns with Kohlberg's moral development theory, which emphasizes the importance of internalizing ethical values in character formation.

The development of international language skills, especially English and Arabic, becomes an integral component of the curriculum. This approach reflects an awareness of the importance of cross-cultural competence in the era of globalization. The use of foreign languages in academic and everyday contexts creates an immersive environment that supports natural language acquisition, in line with Krashen's second language acquisition theory, which emphasizes the importance of comprehensible and meaningful language input.

MAN Insan Cendekia also emphasizes the importance of creating an Islamic environment conducive to learning and character development. This reflects an understanding of Bronfenbrenner's ecological development theory, which highlights the role of the environment in shaping individual development. By creating an Islamic microcosm within the madrasah environment, this program aims to facilitate the natural and sustainable internalization of Islamic values.

Another important aspect is the emphasis on developing resilient learning characters, supported by broad literacy. This approach aims to develop critical thinking, creativity, communication, and collaboration skills, often referred to as the "4Cs" in 21st-century education. This reflects an awareness of the changing demands of the global world and the importance of preparing students to face future complexities.

Overall, the boarding education program at MAN Insan Cendekia reflects a comprehensive and visionary educational approach. By integrating the formation of Islamic character, the development of international linguistic competencies, and the instillation of 21st-century skills, this program aims to shape a young Muslim generation that not only possesses strong moral and spiritual integrity but is also capable of competing and contributing globally. This approach aligns with the concept of transformative education described by Dawiyatun (2017), which aims not only to transfer knowledge but also to shape individuals capable of becoming positive change agents in society.

IV. CONCLUSION

This article examines the management of boarding-based character education at MAN Insan Cendekia Tanah Laut, an institution that proportionally integrates Islamic religious knowledge with science and technology. The educational system at this madrasah aims to bridge the dichotomy between religious knowledge and general knowledge, with the leadership of the madrasah head playing a crucial role in formulating visions, managing programs, and encouraging innovation. Teacher empowerment is carried out through comprehensive orientation and development programs covering ideological, professional, and institutional aspects. Character value instillation strategies are implemented through integrated boarding education programs, including religious activities, soft skills development, and academic guidance.

Boarding education is viewed as a crucial element in creating an immersive and sustainable learning environment, facilitating character formation and life skills development. The expected outcomes from the implementation of boarding-based character education include graduates with strong Islamic personalities, international communication skills, and 21st-century skills such as critical thinking, creativity, communication, and collaboration. Overall, the boarding-based character education approach at MAN Insan Cendekia Tanah Laut aims to produce a young Muslim generation with strong moral and spiritual integrity, capable of competing and contributing globally.

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