

Institutional Development Management in Boarding Schools (Case Study at the Al-Mawarid Featured Dormitory at Tahfidzul Qur'an Islamic Boarding School Nurul Falah Poncol Magetan)



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ABSTRACT: The background of this research is the existence of the Al-Mawarid *Excellent* Dormitory program at the Tahfidzul Qur'an Nurul Falah Islamic Boarding School, as a form of developing dormitories that already exist in the institution. At the Al-Mawarid Featured Dormitory there are excellent programs and hostel facilities that are representative and only accommodate students who focus on memorizing the Quran. This field research is using qualitative as the approach. The techniques used to gather the data are through interviews, observations and documentations. The purpose of this study was to find the implementation of institutional development in the Al-Mawarid Excellence Dormitory at Tahfidzul Qur'an Islamic Boarding School Nurul Falah Poncol Magetan. Weaknesses and advantages of implementing institutional development in the Al-Mawarid *Excellent* Dormitory and the Implications of institutional development in the Al-Mawarid *Excellent* Dormitory for the recitation of the students. The findings obtained from this study are that in implementing institutional development at the Al-Mawarid *Excellent* Dormitory, the management function of POAC (Planning, Organizing, Actuating, Controlling) or planning (objectives, teaching staff and costs) is organizing (halaqoh distribution according to students' memorization, extracurricular according to the talents and interests of the students) implementation (formal, non-formal and extracurricular learning) evaluation (quarterly meetings between administrators and the boardss and tests for increasing students' memorization ratings). The management of institutional development in the Al-Mawarid Featured hostel lacks social community and the advantages are 24-hour mentoring assistance and representative and complete dormitories. The implications of institutional development at the AlMawarid Featured Dormitory are the achievement of memorization of at least 5 juz 1 year, student achievements in academic and non-academic as well as competitions at the district level and costs that are more expensive at this *excellent* Dormitory because of the facilities and programs implemented.

KEYWORDS: Development Management, Institutions, Islamic Boarding Schools

I. INTRODUCTION

Islamic boarding school is one of the oldest educational institutions that has been involved in the history of the Indonesian people for hundreds of years. As an Islamic educational institution, the existence of Islamic boarding schools can be categorized as a unique institution and has its own distinctive characteristics (Rahim, 2002). Islamic boarding schools are referred to as educational institutions that are not only identifiable with Islam but also contain the meaning of Indonesian or Indigenous origins that arise and develop in close connection with the surrounding community. As the times develop, the problems faced by Islamic boarding schools are increasingly complex. The problems that boarding schools face are caused by modern life. And the ability of the boarding school to answer these problems can be used as a benchmark for how far it can be modernized. If they are able to answer these problems, they will be qualified as modern institutions. And vice versa, if it is unable to respond to modern life, then the qualifications given are often things that show outdated characteristics, such as old-fashioned and conservative (Majid, 2009).

In improving the education system not only we need improvements in teachers and educational facilities, but there must be improvements in management in the field of education. In Islamic educational institutions there is often a concern to always preserve the salaf tradition or take a modern system that is in accordance with the demands of the times. Islamic educational institutions are required to design educational systems and models that are in accordance with modern education but also maintain the salaf tradition. kyai in Indonesia have made many efforts to overcome the backwardness of education in Islamic boarding schools, one of which is to establish Formal schools so that the quality of santri can still compete in the general public (Moh. Mahfud and Artamin Hairit, 2017). Islamic boarding school-based education is carried out by combining physical, intellectual and mental education (Hastasari

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et al., 2022). Educational activities must teach students related to life skills in accordance with the environment and the needs of learners (Zaki et al., 2020). There are many Islamic boarding schools today with various backgrounds, but one of the main goals is to portray Islamic boarding schools as role models in instilling good morals, social attitudes and noble character in the hope of producing graduates who are competent and have *excellent* character (Hasanah, 2021).

There are five basic elements that must exist in the tradition of a traditional or classical Islamic boarding school. First, the hut or dormitory where the students live is a distinctive feature of the Islamic boarding school tradition that distinguishes it from the traditional education system in mosques that developed in Islamic areas in other countries. For example, in Afghanistan the students live in the mosque. Secondly, the mosque is an important element of an Islamic boarding school, the most appropriate place to educate students, especially in the practice of five daily congregational prayers, khutbah and Friday prayers, and the teaching of classical Islamic books. Third, the teaching of classical books in Islamic boarding schools is usually classified into eight groups of knowledge types: 1. *Nahwu* and *sorof* 2. *Fiqh* 3. *Ushul Fiqh* 4. *Hadist* 5. *Tafsir* 6. *Tauhid* 7. *Tasawuf* 8. *Tarikh dan Balaghah*. Fourth, there are 2 types of santri, namely *santri mukim* who live permanently in the boarding school and *santri kalong* who follow the recitation at the Islamic boarding school but go back and forth from their own homes. Fifth, the kyai is the most essential element of an Islamic boarding school. The development of an Islamic boarding school is highly dependent on the ability of a kyai (Dhofier, 2011). In addition, at the Islamic boarding school the first thing that must be instilled is related to morals, because it is closely related to the realization of peace in society (Zakaria et al., 2022). By following the current era, the facilities or infrastructure of Islamic boarding schools are increasingly advanced and developed, even those that used to be only non-formal education that only studied classical books, now many Islamic boarding schools have established formal education ranging from elementary school to higher education. This is in accordance with what was conveyed by Fathurrochman et al. written by Irwan Fathurrochman et al. that the education system has shifted from a classical to a non-classical system, which is characterized by the entry of an Islamic boarding school madrasah system that has various levels of education (Fathurrochman et al., 2021).

Islamic boarding school Tahfidzul Qur'an Nurul Falah Poncol Magetan East Java founded by KH. Marhaban *al-Hafidz* which was inaugurated by KH. Nawawi Abdul Aziz *al-Hafidz* founder of Islamic boarding school An-Nur Ngrukem Bantul Jogjakarta in 2006 M / 1427 H. And now there are 442 students consisting of 212 female students in the main dormitory 164 male students in the main dormitory and 66 female students in the Al- Mawarid Dormitory. Pondok Islamic boarding school Nurul Falah is classified as a mixed type Islamic boarding school because it still maintains a traditional system by still studying classic scriptures and adopting a modern system by managing formal education, while still following the guidelines of *al-muhafadhah 'ala al-Qadim al-Sholih wa al-Ahdzu bi al-Jadid al-Ashlah* maintaining good old things and taking new things that are better (Efendi, 2014).

II. METHOD

In this study, researchers used a qualitative research approach. Qualitative research is a research procedure that produces data in the form of words and behavior observed by researchers (Ghony, 2012). The type of research used in this qualitative research is a case study. Case study is to analyze a phenomenon that occurs in an institution or organization to find meaning, understanding and investigate the process of activities carried out (Prastowo, 2011). The data in this study consisted of two types of data, namely data in the form of words obtained from informants and data in the form of activities obtained from observations (J. Moleong, 2006). Often referred to as from two sources, namely primary and secondary sources. Primary data sources are collected through in-depth interviews with several informants related to institutional development management at Islamic boarding school Tahfidzul Qur'an Nurul Falah Poncol Magetan and through observations of the activities of the Featured Dormitory Al-Mawarid PPTQ Nurul Falah Poncol Magetan. The secondary data sources come from data that already exists in the Excellent Dormitory Al-Mawarid PPTQ Nurul Falah Poncol Magetan, namely in the form of profiles, achievement data, certificate documents and others.

Data collection techniques are carried out using interviews where qualitative research is used to obtain data from informants through the action of social interaction between researchers and the problem under study (Edi, 2016). The second technique is observation, which is one of the main data collection methods in qualitative research. Observation means to watch and observe. Observation is systematically carried out on symptoms that appear on the object of research (Sugiyono, 2009). The last data collection technique is documentation which can be in the form of writings, audio visuals, pictures and momental works of a person. This documentation method is a data collection method used to trace historical data (Marwadani, 2020).

The data obtained through the three techniques were then evaluated inductively using a cyclical model, as proposed by Miles, Huberman and Saldana (M.B Milles, A.M Huberman, 2014), namely *data collection*, *data condensation*, *data display* and *conclusion drawing*.

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III. RESULTS AND DISCUSSION

1. Implementation of Institutional Development in the Featured Dormitory Al-Mawarid Islamic boarding school Tahfidzul Qur'an Nurul Falah Poncol Magetan

Implementation of Institutional Development in the Featured Dormitory Al-Mawarid Pondok Islamic boarding school Tahfidzul Qur'an Poncol Magetan in review of POAC management theory *Planning, Organizing, Actuating and Evaluation* according to George R. Terry (Anwar, 2017). In terms of *planning*, KH. Marhaban Al-Hafidz as the the boards of Pesantren Tahfidzul Qur'an Nurul Falah Poncol Magetan explained that institutional development in the Al-Mawarid Dormitory of Pesantren Tahfidzul Qur'an Nurul Falah was inspired by the Islamic Boarding School Yanbu'ul Qur'an 2 Muria Kudus. So that many of the programs implemented at the Al-Mawarid Dormitory adopted from the Yanbu'ul Qur'an 2 Muria Kudus Tahfidzul Qur'an Islamic Boarding School.

In terms of Organizing in Al-Mawarid Excellent Dormitory, the the boards select competent senior students to become administrators in Al-Mawarid Excellent Dormitory. In addition, in the recruitment of new students who enter the Al-Mawarid Dormitory, a fairly strict selection is also carried out. Starting from the Psychology test and reading and writing the Quran and all students who enter the Al-Mawarid Dormitory are *Marhalah Tahfidz*. So as to create a conducive environmental atmosphere for memorizing the Qur'an, this is in accordance with what was conveyed by Fia Faiqotul Muna as the Dormitory Supervisor of Al-Mawarid.

In terms of Actuating, teaching and learning activities and other Islamic activities are accompanied by female islamic teachers who are competent in their fields. So, there is no male islamic teacher who teaches at Al-Mawarid Dormitory. In addition, the infrastructure in the Al-Mawarid Dormitory is equipped with a canteen, kitchen, medical room, etc. So that students of the Al-Mawarid Dormitory do not need to leave the dormitory, all the needs of the students have been met in the dormitory. In the implementation of memorization activities in the Al-Mawarid Dormitory, more use the Sima'i method, namely the teacher recites the verse to be memorized then the students imitate several times until memorization, also known as *guidance* in the Al-Mawarid Dormitory. and using the *jama* method by reciting together the verses that have been memorized together, also known as *deresan*. One of the things that makes the environment conducive is that in the excellent dormitory Al-Mawarid all students immediately enter the *marhalah tahfidz* so that it is easy to make a *halaqoh* or memorization group and be accompanied by a mentor. In addition, according to Dzarratul Muwafiroh Irsyadi as the Head of the Featured Dormitory of Al-Mawarid, Islamic boarding school Tahfidzul Qur'an Nurul Falah Poncol Magetan, the *Talaqqi* method with one-on-one report to the the boards is also still applied in the Featured Dormitory of Al-Mawarid.

In terms of Evaluation delivered by Nafi' Sa'adatul K. as the Secretary of the Al-Mawarid Dormitory of the Nurul Falah Poncol Magetan Islamic Boarding School, there is a quarterly meeting agenda (once every 3 months) between the Management and the board of directors. As well as evaluating the achievement of the students' memorization every semester there is a memorization test of 2 Juz and a half, so the target is to memorize 5 Juz in 1 year.

2. The disadvantages and advantages of institutional development in the Al-Mawarid Dormitory of the Islamic boarding school Tahfidzul Qur'an Nurul Falah Poncol Magetan.

In the implementation of institutional development in the superior dormitory Al-Mawarid Islamic boarding school Nurul Falah Poncol Magetan there are some disadvantages and advantages faced. This can be described in the analyzed table as follows:

Table I. Data Analysis of the shortcomings and advantages of institutional development at the excellent dormitory al-Mawarid

Disadvantages	Long time adaptation of new students New students who do not feel at ease in the Islamic boarding school Lack of motivation in memorizing the Quran Lack of socializing with the community
Advantages	Pretest for new students <i>Tahfidz</i> and <i>Madrasah</i> according to their fields 24-hour guidance assistance Representative and complete dormitory facilities

The purpose of developing educational institutions is one of them in the pedagogical aspect which plays an important role in improving quality human resources from one period to another (Efendi, 2014). In its implementation, the excellent dormitory of Al-Mawarid has implemented pedagogical aspects. Dzarratul Muwafiroh Irsyadi as the Head of the Excellent Dormitory Al-Mawarid Islamic Boarding School Tahfidzul Qur'an Nurul Falah Poncol Magetan stated that in this pedagogical aspect, it is one of the advantages of the program implemented in the Excellent Dormitory Al-Mawarid by providing intensive assistance to students in learning activities, memorizing the Quran and even extracurricular activities by making *halaqoh* according to the abilities and

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achievements of the students. In addition, Aisyah Indira Darmayu as a 7th grade student of Al-Mawarid Dormitory explained that another advantage is in the aspect of complete facilities and representative dormitories so that the needs of the students have been met in the Al-Mawarid Dormitory. This also makes it easier for the management to condition and discipline the students who live in the Al-Mawarid Dormitory as stated by Nurul Hidayah as the Security Section of the Al-Mawarid Dormitory.

The shortcomings of the Al-Mawarid Dormitory program according to Fia Faiqotul Muna as the Supervisor of the Al-Mawarid Dormitory include that it requires a long adaptation especially for new students because of the density of activities in the Al-Mawarid Dormitory. In addition, Lailatul Mualifah as the teacher of the Al-Mawarid Dormitory also believes that the lack of social interaction of the students of the Al-Mawarid Dormitory with the main dormitory of the Islamic boarding school Tahfidzul Qur'an Nurul Falah and with the surrounding community.

3. Implications of institutional development at Al-Mawarid Dormitory Islamic boarding school Tahfidzul Qur'an Nurul Falah Poncol Magetan

Institutional development implemented in the excellent dormitory Al-Mawarid Islamic boarding school Tahfidzul Qur'an Nurul Falah Poncol Magetan has the following implications:

Table II. Data analysis Implications of institutional development of the excellent dormitory Al-Mawarid Islamic boarding school Tahfidzul Qur'an Nurul Falah.

No	Implications of Institutional Development in the Excellent Dormitory Al-Mawarid Islamic boarding school Tahfidzul Qur'an Nurul Falah Poncol Magetan
1.	Achievements obtained by santri in various competitions both in Formal Education and Non-Formal Islamic boarding schools which are followed at the Regency level.
2.	Achievement of the minimum memorization target of 5 <i>Juz</i> in a year. There are even some who have exceeded the target.
3.	Costs are higher due to the development of facilities and programs.
4.	Indulged in facilities so that children are less independent.
5.	Increased public interest is due to several programs offered to attract the public.

Institutional Development Management is a systematic effort in planning, organizing, leading and controlling the Educational Institution with all its aspects to achieve goals effectively and efficiently in order for all components of the Islamic Education Institution system to develop in a better, wider and perfect direction. This better and perfect indicator includes many things, including the fields of learning, staffing, administration, facilities, finance and community participation as stakeholders (Makkin, 2016).

The implications of institutional development in the Excellent Dormitory of Al-Mawarid Islamic boarding school Tahfidzul Qur'an Nurul Falah Poncol Magetan explained by Naqiya Alma Humaira as the Activity Section of the The implications of institutional development in the Excellent Dormitory of Al-Mawarid Islamic boarding school Tahfidzul Qur'an Nurul Falah Poncol Magetan explained by Naqiya Alma Humaira as the Activity Section of the Excellent Dormitory of Al-Mawarid include, The students of the Excellent Dormitory of Al-Mawarid become the delegation of the district-level competitions both in non-formal education between Islamic boarding schools and formal education at the *Madrasah Tsanawiyah* level and have gained many achievements.

In the internal in Al-Mawarid Dormitory itself, it has an impact on achieving the predetermined target of 5 *juz* every year as a condition for class advancement, there are even some students who are able to exceed the target, namely being able to pass the 5 *juz* test for 7th grade students at the beginning of semester 2 and the 10 *juz* test for 8th grade students at the beginning of semester 2, this is in accordance with what was conveyed by Fia Faiqotul Muna as the Supervisor of Al-Mawarid Dormitory. However, according to KH. Marhaban Al-Hafidz as the the boards of the Islamic boarding school there is another impact of institutional development in the Al-Mawarid Dormitory, namely the cost which is considerably more expensive than the main dormitory of the Islamic boarding school Tahfidzul Qur'an Nurul Falah Poncol Magetan.

In the external aspect, the increasing interest of the community with the existing programs in the Islamic boarding school Tahfidzul Qur'an Nurul Falah Poncol Magetan can be an option to bring their sons and daughters to the Islamic boarding school Tahfidzul Qur'an Nurul Falah Poncol Magetan in accordance with the desired program, this is in line with what was conveyed by Umar al-Faruq as the Guardian of the Excellent Dormitory Students Al-Mawarid. Another impact felt by Hamim Tohari as the guardian of the students of the Excellent Dormitory Al-Mawarid is that the children are too pampered so that they are less independent when at home.

IV. CONCLUSIONS

In terms of *Planning* Institutional Development in the Excellent Dormitory Al-Mawarid Islamic boarding school Tahfidzul Qur'an Nurul Falah was inspired by the Islamic boarding school Tahfidzul Qur'an Yanbu'ul Qur'an 2 Muria Kudus. Therefore, many of the programs implemented in the Al-Mawarid Dormitory adopted from the Islamic boarding school Tahfidzul Qur'an Yanbu'ul Qur'an

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2 Muria Kudus. In terms of *Organizing* in Al-Mawarid Dormitory, the the boardss selected competent senior students to be administrators in Al-Mawarid Dormitory. In addition, in the recruitment of new students who enter the Al-Mawarid Dormitory, a fairly strict selection is also conducted. Ranging from psychological tests and reading and writing the Quran and all students who enter the Al-Mawarid Dormitory are *Marhalah Tahfidz*. Thereby, creating a conducive environment for the memorizers of the Quran. In terms of *Actuating*, teaching and learning activities and other activities are accompanied by teachers who are competent in their fields. In terms of Evaluation, there is an agenda for quarterly meetings between the Management and the Boards. Evaluation of the achievement of the students' memorization every semester is held a memorization test of 2 Juz and a half so the target is 5 Juz in 1 year. The advantages in the aspect of Complete facilities and representative dormitories so that the needs of the students are already being met in the Al-Mawarid Dormitory. This also makes it easier for the management to condition and discipline the students who live in the Al-Mawarid Dormitory. The lack of social interaction of the students of the Al-Mawarid Dormitory with the main dormitory of the Islamic boarding school Tahfidzul Qur'an Nurul Falah and with the surrounding community. The implications of institutional development in the Al-Mawarid Dormitory of Pondok Islamic boarding school Tahfidzul Qur'an Nurul Falah Poncol Magetan which are explained from various parties are, Al-Mawarid Dormitory students become the delegation of district-level competitions both in non-formal education between Islamic boarding schools and formal education at the Madrasah Tsanawiyah level and have received many achievements.

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