Implementation Of Student Management Based On Boarding School Students At MTs PSM Suka Agung Way Kanan

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Abstract

Student management is a crucial aspect in building a comprehensive and valuable educational system. This study aims to explain the management strategies of students at MTs PSM Suka Agung, an educational institution that combines modern management methods with traditional Islamic boarding school (pesantren) values. Using a descriptive qualitative method and a case study approach, data were collected through interviews, participatory observation, and document analysis.

The research findings reveal that student management is implemented through five main steps: (1) admission selection focusing on spiritual and academic readiness, (2) strengthening academic and religious development, (3) character formation through exemplary behavior, (4) comprehensive academic and moral evaluation, and (5) utilization of information technology through the EMIS (Education Management Information System) platform.

The use of EMIS has enhanced administrative and reporting efficiency, although there are still technical challenges and a need for capacity-building. The success of student management is supported by collaborative efforts among the principal, teachers, pesantren leaders, and parents. MTs PSM Suka Agung demonstrates that Islamic education can evolve with the times without abandoning its traditional values. The findings highlight the need to improve human resource skills, develop character evaluation in the digital sphere, and replicate this model in other madrasahs. This model represents a relevant and future-oriented approach to value-based and contextual student management..

Development of Islamic Religious Education (PAI) Learning Based on Deep Learning at the Elementary, Junior High, and Senior High School Levels
Ummu Kalsum, Dika Tripitasari

INTRODUCTION

Student management is a crucial component in implementing efficient and sustainable education. Education depends not only on the curriculum and the quality of teachers, but also on how the institution manages students from various aspects—including administrative, academic, and character development. In the context of Islamic education, madrasas have two primary purposes: as official institutions implementing the national curriculum and as centers for moral and spiritual development. Therefore, student management in madrasas based on Islamic boarding schools requires a comprehensive and context-appropriate approach.

MTs PSM Suka Agung is an example of a madrasah that implements a dual system, combining general education with Islamic boarding school-based development. In student management, this madrasah emphasizes Islamic values-based development, discipline, and the application of modern management systems such as EMIS (Educational Management Information System). This system was implemented as a step to adapt to advances in information technology in the education sector. This approach makes MTs PSM Suka Agung an example of values-based student management practices, which are important for further research and development. This also aligns with the principles of Islamic education, which encourage the integration of knowledge and spiritual values (Zuhairini, 2017).

Muhaimin (2021) explains that in Islamic education, student management involves not only administrative activities but also the process of developing students' character, attitudes, and morals in accordance with Islamic values. This statement aligns with the opinion of Suyanto and Asep (2014), who emphasized that education must be closely linked to the process of internalizing values. Sukardi (2018) stated that planned and collaborative student management can improve the quality of the learning process and develop disciplined, responsible, and high-achieving students.

Sholihin (2022) emphasized that student management in madrasas should be based on Islamic boarding school values, such as sincerity, simplicity, independence, and discipline. He argued that if these values serve as the foundation for student management, madrasas will be able to produce graduates who are not only intellectually intelligent but also spiritually and socially developed. Furthermore, Wahyuni (2021) revealed that implementing a values-focused management approach in Islamic education creates a more supportive madrasa atmosphere rich in good habits.

In the field of technology, digitalization is inevitable. Nasir (2022) revealed that the EMIS system has had a significant impact on student data management, including student data collection, academic reporting, and alumni monitoring. However, a major challenge in its implementation is the lack of technical training for teachers and administrative staff. Sari (2023) stated that the implementation of EMIS at MTs PSM facilitated documentation and monitoring of student progress, particularly in terms of data transparency and time efficiency. In fact, the success of digitalization in educational management is also related to the leadership support of the madrasah principal, who is able to integrate technology with the educational values he upholds (Fadhillah, 2020).

Furthermore, research conducted by Azra (2019) shows that Islamic educational institutions that successfully integrate traditional Islamic boarding school values with modern management systems tend to be better prepared to face changes in education in the 21st century. This statement confirms that values-focused management and technology are not contradictory but can be mutually supportive when implemented wisely.

This study aims to present a comprehensive overview of how MTs PSM Suka Agung manages students using an approach that combines Islamic values, character education, and information technology. The primary objective of this study is to identify management practices that reflect the fusion of Islamic boarding school culture and the existing national education system. Therefore, the results of this study are expected to contribute to the development of more flexible student management while remaining rooted in values.

Student management at MTs PSM Suka Agung begins with student enrollment planning, class grouping, academic and spiritual development, and concludes with periodic evaluations. Students' daily activities encompass not only classroom learning but also religious activities such as congregational prayer, attending religious studies, and daily moral development. Through this method, students are not only encouraged to achieve academically but also guided to become individuals with good character and religious values.

From a managerial perspective, the implementation of EMIS has begun in the administrative process to support efficiency and accuracy in student data management. Student information is easily accessible to the madrasah, teachers, and parents, demonstrating transparency and accountability in education. Although still facing challenges related to training and equipment, the madrasah continues to strive to improve the capabilities of its human resources.

The success of MTs PSM Suka Agung in managing its students is also inseparable from the strong collaboration between three important parties: teachers, Islamic boarding school administrators, and parents. This collaboration results in intense communication and strengthens mutual trust in supporting student development. Teachers function as educators and mentors, Islamic boarding school administrators act as guides to the institution's values and culture, and parents serve as reinforcers of these values within the family context.

Using this method, MTs PSM Suka Agung serves as a concrete example of how an Islamic educational institution can carry out its efficient managerial role without abandoning its traditional foundations. This madrasah is able to respond to the needs of the times while maintaining the Islamic principles that are at the heart of education. Therefore, the implementation of student management at MTs PSM Suka Agung can serve as a model for the development of Islamic boarding school-based madrasahs in Indonesia.

METHOD

This research employed a descriptive qualitative approach with a case study design, aiming to provide an in-depth overview of the implementation of student management at MTs PSM Suka Agung within the context of an Islamic boarding school-based madrasah. A qualitative approach was chosen because it allows for a natural and comprehensive exploration of phenomena in a real-world setting (Prastowo, 2019). This approach allows researchers to understand student management practices contextually, particularly regarding the integration of Islamic values and modern technology in student management. A case study design was deemed appropriate because it provided the opportunity to thoroughly analyze the events, actors, processes, and contexts occurring in a specific location, namely MTs PSM Suka Agung, a representative Islamic boarding school (pesantren) undergoing a transformation in educational management.

The subjects in this study consisted of the madrasah principal, the vice principal for student affairs, several teachers, and student representatives. Subject selection was conducted purposively, or with a specific goal in mind, namely selecting informants deemed relevant and actively involved in the implementation of student management (Rahmawati & Kustiawan, 2020). This selection was based on the premise that informants possess in-depth knowledge, direct experience, and active involvement in the planning, implementation, and evaluation of student management at the madrasah.

Data in this study were collected through three main techniques: in-depth interviews, participant observation, and documentation. Interviews were used to elicit primary information directly from key informants, using open-ended questions that allowed researchers to freely explore their perspectives, experiences, and perceptions. Participant observation was conducted to directly observe student management practices within the madrasah environment, such as religious guidance activities, student discipline, and administrative activities. Documentation was used as supplementary data to strengthen the findings from the interviews and observations. The documents analyzed included student attendance lists, master books, academic reports, guidance activity schedules, and data from the EMIS (Education Management Information System) system used to manage student data (Raco, 2018).

Data analysis was conducted using the interactive analysis model by Miles, Huberman, and Saldaña (2019), which includes three main stages: data reduction, data presentation, and drawing conclusions or verification. Data reduction involves selecting, focusing, and simplifying raw data into relevant and meaningful information. Data presentation is presented in the form of descriptive narratives and thematic matrices to facilitate the understanding of relationships between variables and patterns of findings. Conclusions are drawn through a process of repeated interpretation and reflection on the presented data to ensure consistency and depth of understanding of the phenomena studied.

To ensure data validity, the researcher employed source and method triangulation techniques. Source triangulation involves comparing data from various informants, while method triangulation involves combining the results of interviews, observations, and documentation to test the consistency

and credibility of the information (Sugiyono, 2021). This technique aims to increase data validity and strengthen the arguments in the analysis.

The variables examined in this study encompass five main aspects of student management: (1) student management planning and policies; (2) the new student admission process; (3) student academic and spiritual development; (4) student progress evaluation and reporting systems; and (5) the use of information technology, specifically the implementation of EMIS as a digital-based education management system. This system has been implemented at MTs PSM Suka Agung to support administrative efficiency, improve data accuracy, and expedite the reporting process, in line with the madrasah digitalization policy launched by the Ministry of Religious Affairs.

Therefore, the methodological approach used in this study is expected to offer a deep and holistic understanding of integrative student management practices in Islamic boarding school-based madrasahs. The research findings are expected to provide not only academic benefits but also practical contributions to the development of contextual and adaptive Islamic education management policies and strategies for the digital era.

RESULTS

This study aims to analyze the implementation of student management at MTs PSM Suka Agung within the context of a pesantren-oriented madrasah. Based on observations, detailed interviews, and documentation, it is clear that student management is implemented through planned steps that reflect the collaboration between formal education and pesantren values. The management process includes planning, admission, academic and spiritual development, supervision, evaluation, and the use of information technology in education.

Preparation and Registration of Prospective New Students

In the planning process, MTs PSM Suka Agung established a new student admissions policy (PPDB) that not only refers to academic requirements but also considers prospective students' spiritual readiness and commitment to life at the Islamic boarding school. Based on information obtained from interviews with the Vice Principal of Student Affairs and the New Student Admissions (PPDB) committee for the 2024/2025 academic year, the new student selection process includes a basic academic test, interviews regarding religious aspects, and observations of student behavior.

Of the 97 applicants, only 78 students successfully passed the selection process because they met the minimum standards for Quranic recitation ability, readiness to participate in congregational prayer, and commitment to participating in religious activities. This statement supports the findings of research conducted by Sari (2023), which emphasized that spiritual character plays a crucial role as a basis for the selection process at Islamic-based institutions.

Academic and Spiritual Development

MTs PSM Suka Agung combines the national curriculum with Islamic development programs unique to Islamic boarding schools. Observations indicate that in addition to formal subjects such as

Mathematics and Science, students are also required to participate in routine activities such as morning Quran recitation (Tadarus), memorizing Juz Amma (Juz Amma), teaching the yellow books (Safinah and Ta'lim Muta'allim), and strengthening character through daily moral programs.

Interviews with 10 students and 5 teachers revealed that these activities contribute to building discipline, a sense of responsibility, and social skills. An eighth-grade student stated: "We learn not only school material, but also how to live a disciplined and respectful life." This statement aligns with the explanation of Hidayati and Abdullah (2019), who argue that the combination of academic and spiritual education fosters the development of a holistic personality.

Monitoring and Good Example

Supervision of students is carried out jointly by teachers, musyrif/musyrifah (leaders), and Islamic boarding school administrators. Each teacher has two roles: as a teacher and as a character builder. According to madrasah activity records, a teacher duty system is implemented in the morning, afternoon, and evening to ensure student discipline and order, both in the classroom and in the dormitory.

This approach focuses not only on administrative sanctions but also on fostering religious guidance and setting a good example. As one teacher stated: "We don't just supervise, we also set an example." "If we want students to behave honestly and pray on time, we must first set an example." This statement aligns with the concept of exemplary behavior in values-based management, as explained by Wahyuni (2021).

Management and Implementation of EMIS

In terms of administration, madrasahs have begun implementing EMIS (Educational Management Information System), although its implementation is not yet fully digital. Interviews with madrasah administrators revealed that student data, such as biographical data, report card grades, and attendance, have begun to be input into the EMIS system, which is connected to the Ministry of Religious Affairs. However, obstacles remain, such as limited internet access and a lack of human resource training.

Nevertheless, the use of EMIS has improved efficiency in recording and reporting. For example, student grade summaries, previously manually compiled, can now be accessed more quickly by teachers and madrasah principals. This statement supports the findings of Nasir's (2022) research, which states that EMIS serves as a crucial tool in increasing the efficiency of digital-based education management.

Academic and Character Assessment

Student assessments are conducted comprehensively. In addition to academic assessments following the 2019 Independent Curriculum and KMA 183, students are also assessed from a spiritual and social perspective. Evaluation results are presented not only on official report cards but also in character notes compiled by homeroom teachers and religious teachers.

Based on documentation analysis, it was revealed that madrasahs utilize attitude evaluation tools, such as personality journals, attendance records for religious activities, and weekly reports from the religious leaders (musyrif). This evaluation reflects a comprehensive strategy for student development, as stated by Fauzi and Mufida (2018), who underscored the importance of measuring moral and spiritual aspects in Islamic education.

Problems and Solutions

Madrasahs face various challenges in student management. First, the number of supervisors (musyrif/musyrifah) available is limited to supervise the more than 300 students living in dormitories. Second, there is a significant administrative burden because the digitalization process has not been fully implemented. Third, there is a stigma in the community that Islamic boarding schools (Islamic boarding schools) are not as good as general academic education.

To address these issues, the madrasah principal and school committee have developed innovative strategies. Some of these include: training to improve teacher skills (three times a year), dividing supervisory duties based on a rotation schedule, and increasing communication between the madrasah and parents through monthly social gatherings. These strategies support the research findings of Astuti and Firmansyah (2021), which emphasize the importance of collaboration between families and schools in building student character.

Managerial Consequences

From the overall research results, it can be concluded that student management at MTs PSM Suka Agung reflects a model that combines a modern administrative system with Islamic boarding school values. The principal plays the role of the primary driver of change, while all teachers, musyrif (religious leaders), and homeroom teachers act as collaborative partners in supporting student development.

This model is not only appropriate for Islamic boarding school-based madrasas but can also serve as a source of inspiration for other Islamic educational institutions interested in integrating spiritual elements, technology, and modern management. This statement aligns with Muhaimin's (2021) view that management focused on values and the application of technology can strengthen the position of madrasas in facing the challenges of 21st-century education.

DISCUSSION

Research conducted at MTs PSM Suka Agung demonstrates that student management at Islamic boarding school-based madrasas can effectively integrate Islamic values, character education, and a modern administrative system. These findings confirm the initial assumption that student management at the institution is not solely administrative but also considers the existing context and values, and is able to respond to current developments without altering its identity as a traditional Islamic educational institution. The management process studied encompasses all critical stages—planning, admission, academic and spiritual development, supervision, evaluation, and the use of

information technology through the EMIS system, all of which are conducted regularly and integrated with the pesantren culture.

During the planning and admission stages, MTs PSM Suka Agung emphasized that the selection process not only considers academic aspects but also takes into account the spiritual and moral readiness of prospective students. Interviews with the PPDB committee and document analysis for the 2024/2025 academic year revealed that the madrasah implements a multi-layered selection system that includes a Quranic reading test, personality interviews, and parental commitment to supporting students' religious activities. This statement aligns with research conducted by Sari (2023), which emphasizes the importance of making spiritual aspects the primary foundation for shaping students' character from an early age. This method is considered effective in selecting students who are not only academically gifted but also prepared for life in the boarding school, emphasizing Islamic boarding school values such as obedience, honesty, and responsibility.

Student development at MTs PSM Suka Agung focuses not only on academic achievement but also on developing spiritual aspects and Islamic character. Based on observations and interviews with several teachers and students, spiritual development activities are implemented through routine programs such as morning Quran recitation (Tadarus), congregational prayer, recitation of Islamic texts (Safinatun Najah and Ta'limul Muta'allim), and moral development in daily life. Teachers serve not only as instructors but also as mentors and role models for students. The boarding school management also plays an active role in supporting the non-formal educational process that takes place outside of formal school hours, such as evening activities for developing faith and piety and student deliberation meetings. Findings by Hidayati and Abdullah (2019) indicate that the Islamic boarding school environment is highly effective in fostering discipline, responsibility, and independence in students.

Student behavior monitoring is carried out comprehensively, involving all parties, including homeroom teachers, subject teachers, dormitory counselors, and the madrasah principal. Based on an analysis of semester evaluation documents, it was identified that each student has a personality record that is regularly updated by the homeroom teacher and religious education teacher. Aspects evaluated include attendance, involvement in religious activities, adherence to regulations, and behavior toward teachers and peers. This evaluation supports the academic assessments contained in report cards, ensuring that student development is carried out comprehensively and comprehensively.

In terms of administration, MTs PSM Suka Agung has begun the process of digitizing student data management using EMIS (Education Management Information System), a management information system provided by the Ministry of Religious Affairs. According to interviews with administrative staff and madrasah operators, the implementation of EMIS is still ongoing and has not yet reached full optimization. Various information, including student identity, academic history, and attendance reports, has been entered into the system. However, some aspects, such as personality assessments and supervision of religious activities, are still handled manually. Nevertheless, the implementation of EMIS has significantly improved work efficiency and reporting accuracy. These results align with the findings of Nasir's (2022) research, which showed that the EMIS system, while

still facing challenges in its implementation, can accelerate the process of managing and reporting student data if implemented consistently.

Although the student management system has generally functioned well, the madrasah faces several challenges. The main challenges include a shortage of teachers and mentors, a significant administrative workload, and community opposition to the Islamic boarding school learning system, which is considered outdated. Based on interviews with the Madrasah Principal, it can be concluded that in response to existing challenges, the school has implemented strategies to improve teacher skills through regular training, rescheduling of duty and supervision, and strengthening relationships with parents through quarterly community forums. This strategy supports the view of Astuti and Firmansyah (2021) that collaboration between schools and families is crucial in shaping student character and strengthening community trust in Islamic boarding school-based educational institutions.

In general, the findings of this study indicate that the student management system at MTs PSM Suka Agung has successfully integrated spiritual, moral, and administrative elements within a single, flexible framework. This practice not only illustrates the success of Islamic boarding school-based education management but also demonstrates the institution's ability to adapt to modern demands, including administrative transparency, management efficiency, and the use of information technology.

The student management model implemented at MTs PSM Suka Agung can serve as an example of best practices in the development of other Islamic educational institutions. This approach, which combines traditional Islamic boarding school values with the needs of modernization, demonstrates that enhancing character and spiritual education need not neglect managerial and administrative aspects. Integrating these two aspects is a strength that empowers madrasas to compete and remain relevant amidst changing times. This view aligns with Muhaimin's (2021) opinion, which states that modern Islamic education must design value-based management that focuses not only on efficiency but also on the holistic development of students' spirituality, ethics, and personality.

CONCLUSION

This study concludes that student management at MTs PSM Suka Agung has successfully integrated the national education system with Islamic boarding school values through a comprehensive and contextual approach. Student management focuses on five main aspects: planning and admission of new students, academic and spiritual development, supervision through good examples, comprehensive evaluation, and the use of information technology through the EMIS system. This management model demonstrates that Islamic boarding school-based madrasas can create an educational system that prioritizes not only academic achievement but also character and spiritual development of students.

One of the greatest strengths of this system is the integration of formal education with character development, grounded in Islamic boarding school values such as discipline, honesty,

responsibility, and good morals. Activities such as tadarus (recitation of Islamic texts), congregational prayers, recitation of yellow books, and moral guidance by teachers and musyrif/musyrifah (leaders) have become routines that shape students' character on an ongoing basis. Student assessment is conducted holistically, not only based on academic grades but also includes behavior records, attendance at religious activities, and personality journals.

The use of EMIS also demonstrates this madrasah's ability to adapt to current demands. Despite lingering technical challenges and limited human resources, the implementation of EMIS has increased efficiency in data management and strengthened institutional accountability. Support from the madrasah principal and collaboration between the school, Islamic boarding school, and parents are key factors in the success of this management model.

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