



IMPLEMENTATION OF ISLAMIC BOARDING SCHOOL-BASED EDUCATIONAL MANAGEMENT TO IMPROVE STUDENT DISCIPLINE AND INDEPENDENCE

PENERAPAN MANAJEMEN PENDIDIKAN BERBASIS SEKOLAH BERASRAMA ISLAM UNTUK MENINGKATKAN DISIPLIN DAN KEMANDIRIAN SISWA

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Abstract

Islamic boarding school-based educational management is a relevant character development model in facing the challenges of moral degradation and low student independence in the modern era. This study aims to analyze the implementation of Islamic boarding school-based educational management at SMPIT Manbaul Ulum in improving student discipline and independence. The research approach used is a qualitative case study. Data were obtained through in-depth interviews, participatory observation, and documentation studies, which were then analyzed using data reduction, data presentation, and conclusion drawing techniques. The results show that the implementation of Islamic boarding school-based educational management is carried out through the integration of religious values in all school activities, consistent regulation of discipline, habituation of congregational worship, and strengthening student personal responsibility through independence programs. Student discipline is increased through structured supervision and positive behavioral habits, while independence grows through assignments that encourage self-management and independent decision-making. These findings prove that the Islamic boarding school-based educational management model is effective in shaping students' disciplined and independent character. The implications of this study indicate that the Islamic boarding school-based approach can be an alternative educational management strategy that focuses not only on academic achievement, but also on character development.



Keywords : *Islamic Boarding School, Educational Management, Student Discipline, Independence, Qualitative Case Study.*

Abstrak

Pengelolaan pendidikan berbasis sekolah berasrama Islam merupakan model pengembangan karakter yang relevan dalam menghadapi tantangan degradasi moral dan rendahnya kemandirian siswa di era modern. Penelitian ini bertujuan untuk menganalisis implementasi pengelolaan pendidikan berbasis sekolah berasrama Islam di SMPIT Manbaul Ulum dalam meningkatkan disiplin dan kemandirian siswa. Pendekatan penelitian yang digunakan adalah studi kasus kualitatif. Data diperoleh melalui wawancara mendalam, observasi partisipatif, dan studi dokumentasi, yang kemudian dianalisis menggunakan teknik reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa implementasi pengelolaan pendidikan berbasis sekolah berasrama Islam dilakukan melalui integrasi nilai-nilai agama dalam semua kegiatan sekolah, pengaturan disiplin yang konsisten, pembiasaan ibadah berjamaah, dan penguatan tanggung jawab pribadi siswa melalui program kemandirian. Disiplin siswa meningkat melalui pengawasan terstruktur dan kebiasaan perilaku positif, sementara kemandirian tumbuh melalui tugas-tugas yang mendorong manajemen diri dan pengambilan keputusan mandiri. Temuan ini membuktikan bahwa model pengelolaan pendidikan berbasis sekolah berasrama Islam efektif dalam membentuk karakter siswa yang disiplin dan mandiri. Implikasi dari penelitian ini menunjukkan bahwa pendekatan berbasis sekolah berasrama Islami dapat menjadi strategi manajemen pendidikan alternatif yang tidak hanya berfokus pada prestasi akademik, tetapi juga pada pengembangan karakter.

Kata Kunci : Sekolah Berasrama Islam, Manajemen Pendidikan, Disiplin Siswa, Kemandirian, Studi Kasus Kualitatif.

1. INTRODUCTION

Education in the era of globalization demands a transformation in governance that focuses not only on academic intellect but also on strengthening fundamental human character. The tide of modernization brings a dual impact: easy access to information alongside the potential for a shift in moral values among the younger generation (Zulkifli et al., 2025). Educational institutions worldwide are racing to formulate management systems capable of shielding students from moral degradation (Lyesmaya & Nurasiah, 2026). Against this backdrop, educational management grounded in spiritual values and local self-reliance is gaining attention as a promising global alternative (Zulfikar et al., 2024). Comprehensive nurturing systems are considered capable of producing graduates who are resilient in the face of the uncertainties of the times (Sugiarto & Fawait, 2025). Therefore, the integrative restructuring of educational institution governance has become essential to ensuring the sustainability of a civilized society.

As the oldest Islamic educational institutions in Indonesia, pesantren (Islamic boarding schools) possess strong social capital for fostering discipline and self-reliance (Rahayu & Bahri, 2025). The internal management within this ecosystem requires students to actively participate in all aspects of dormitory life (Nurdiansyah & Hanif, 2025). Consistent rule enforcement and the exemplary conduct of the caretakers serve as the primary pillars driving the institution's organizational operations (Ihwan, 2025). Student self-reliance is cultivated through daily tasks that train them to manage their personal needs without depending on their parents (Putra, 2026). The approach to discipline within the pesantren environment transforms students' external motivation into a profound spiritual awareness (Multazami & Diana, 2025). Consequently, synchronizing modern management practices with pesantren traditions serves as a crucial strategy for shaping a self-reliant generation.



Through Law Number 18 of 2019 concerning Pesantren (Islamic boarding schools), the Ministry of Religious Affairs of the Republic of Indonesia explicitly affirms the role of these institutions in education, religious outreach (dakwah), and community empowerment. This policy provides the legal framework for strengthening institutional governance to ensure the production of graduates who possess both moral excellence and life skills. However, preliminary field observations reveal behavioral dynamics among students that necessitate more structured and adaptive management approaches. Operational challenges in enforcing daily rules persist due to the diverse socio-cultural backgrounds of the resident students. Consequently, standardizing student guidance and care practices—aligned with the psychological development of today's adolescents—has become an urgent priority for school administrators. The aforementioned regulations underscore that successfully fostering student self-reliance requires managerial instruments that are valid and subject to periodic evaluation.

A critical focus in current educational dynamics lies in optimizing the management of santri (Islamic boarding school students) to curb disciplinary infractions. Weak coordination across the various levels of student supervision often leads to inconsistencies in applying corrective measures and rewarding high-achieving students. Furthermore, the tendency of new students to rely heavily on domestic facilities poses a tangible obstacle to fostering their independence. A lack of integrated communication between dormitory staff and formal school teachers prolongs the students' adjustment period in their new environment (Romadhoni & Muyasaroh, 2025). Unless this management system is promptly improved, the pesantren's grand vision of producing independent future ulama (Islamic scholars) will be difficult to realize. Therefore, an in-depth assessment of the management functions within this character-building institution is urgently needed.

This research was conducted at SMPIT Manbaul Ulum, a pesantren-based junior high school that combines the national curriculum with intensive Islamic religious education. The research focused on the implementation of pesantren-based educational management, which includes strategies for fostering discipline, developing student independence, and monitoring daily behavior. Guidance activities at SMPIT Manbaul Ulum are carried out through prayer schedules, integrated learning programs, and strict dormitory regulations. The school environment, which implements the 24-hour guidance principle, allows for consistent character building. However, the effectiveness of this strategy's implementation requires in-depth study to identify supporting and inhibiting factors. This research will focus on the planning, implementation, and evaluation aspects of the school's programs.

Recent studies have shown that Islamic boarding school-based education has advantages in fostering student discipline and independence (Hanafi et al., 2021). Research by Adila and Suliana revealed that a dormitory system integrated with learning activities can significantly increase student compliance with school rules (Adila & Suliana, 2025). Meanwhile, a study by Gemilang highlighted that the habit of congregational worship, extracurricular activities, and a mentoring system can develop student independence in managing time and assignments (Gemilang et al., 2025). The Islamic boarding school-based educational management model is also considered more adaptive to changes in the national curriculum because it places character values at the core of learning. However, the success of this model depends heavily on consistent implementation and the support of all school stakeholders.

Over time, Islamic boarding school-based education management has been widely adopted by formal schools, both in urban and rural areas (Kadir & Rama, 2023). A study by Hastasari et al. showed that implementing this model in boarding-based public schools significantly improved student discipline within one year (Hastasari et al., 2022). Meanwhile, international research by Sudirman et al. compared boarding school models across several educational institutions in Indonesia and found that both share a similar approach to character development, although they differ in their religious curriculum (Sudirman et al., 2025). Therefore, this research is on a continuously evolving path, but still requires updating in the context of implementation in modern Islamic boarding school-based junior high schools such as SMPIT Manbaul Ulum.

Although there is a wealth of research on Islamic boarding schools and boarding schools, studies specifically addressing the implementation of Islamic boarding school-based educational management to improve the discipline and independence of junior high school (SMP) students are still limited. Most



previous research has focused on traditional Islamic boarding schools or high schools, resulting in limited empirical data describing the context of modern Islamic boarding school-based junior high schools. Furthermore, prior research has focused more on student outcomes (outputs), without delving into the detailed educational management processes involved. This gap opens up opportunities for more comprehensive findings on the relationship between management strategies and student character development at the junior high school level.

The novelty of this research lies in its analytical focus, which combines the perspectives of educational management and character development in a modern Islamic boarding school environment. This research not only assesses the level of student discipline and independence but also examines in depth how educational management planning, implementation, and evaluation are carried out. Using a qualitative, descriptive-analytical approach, this study will provide a concrete picture of management practices at SMPIT Manbaul Ulum. The main objective of this study is to identify effective Islamic boarding school-based educational management strategies to improve student discipline and independence. This research direction is expected to provide practical recommendations for boarding schools in designing sustainable and adaptive management systems to adapt to current developments.

2. RESEARCH METHOD

This study employed a qualitative approach with a descriptive-analytical approach. This approach was chosen because it allows for in-depth information regarding the implementation process of Islamic boarding school-based educational management in fostering student discipline and independence. Qualitative research allows researchers to understand phenomena from the perspective of the subjects studied (Twycross, 2004). The focus of the study is directed at describing and analyzing the planning, implementation, and evaluation of the development program at SMPIT Manbaul Ulum. Using this method, the data obtained will be presented in narrative form, depicting the actual conditions in the field.

The research was conducted at SMPIT Manbaul Ulum, a boarding school-based Islamic school located in Rengasdengklok District, Karawang Regency. The location was chosen based on the school's characteristics, which integrate formal education with a boarding school system. The research period is planned to last four months, from March to May 2025. This period includes the preparation stage, data collection, data analysis, and preparation of the research report. During the research process, researchers will conduct intensive visits to obtain a complete picture of the implementation of educational management. The research location, which is in an integrated environment, allows researchers to conduct continuous observations of student activities.

The subjects of this study were all parties involved in the Islamic boarding school-based education management process at SMPIT Manbaul Ulum. The primary informants included the principal, vice principal for student affairs, teachers, dormitory caretakers, and students. Informants were selected using purposive sampling, taking into account their direct involvement and knowledge of the development program. The number of informants interviewed was adjusted to reach data saturation. This approach enabled researchers to obtain comprehensive and relevant information relevant to the research focus.

Data collection techniques included in-depth interviews, participant observation, and documentation studies. Interviews were used to gather information on the planning, implementation, and evaluation of Islamic boarding school-based educational management. Observations were conducted to directly observe student behavior, interactions between teachers and students, and the dynamics of development activities in the dormitory. Documentation included the collection of written data such as activity schedules, school regulations, student evaluation reports, and management meeting minutes (Sugiyono, 2023). The combination of these three techniques is expected to provide a complete and valid picture of the research object.

The primary instrument of this research was the researcher herself (human instrument), who acted as the planner, collector, analyzer, and reporter of data. To support data collection, the researcher used



a semi-structured interview guide, observation sheets, and a documentation checklist format. The interview guide contained a list of open-ended questions that could be flexibly adjusted to the field situation. The observation sheets included indicators of student discipline and independence observed during the study. This instrument was pre-tested through a limited trial to ensure the feasibility and clarity of the questions.

Data were analyzed using the Miles and Huberman interactive model, which includes data reduction, data presentation, and conclusion drawing/verification. Data reduction was performed by selecting, simplifying, and focusing data relevant to the research focus. Data presentation was done in the form of descriptive narratives supplemented by direct quotes from informants. Conclusions were drawn gradually throughout the research process to ensure the interconnectedness of findings (Moleong, 2019). This analysis was conducted simultaneously with data collection, so that any new information could be immediately tested and verified.

Data validity was tested using source triangulation, technical triangulation, and member checking techniques. Source triangulation was conducted by comparing information from various different informants. Technical triangulation was conducted by combining interviews, observations, and documentation studies on the same topic. Member checking was conducted by requesting confirmation from informants regarding the accuracy of the transcribed and interpreted data. Furthermore, researchers implemented extended participation in the field to ensure data accuracy and consistency. This validity test aims to ensure the research results have a high level of credibility.

The research procedure begins with the preparation stage, which includes proposal preparation, research permitting, and data collection instruments. The next stage is data collection through interviews, observations, and documentation studies at SMPIT Manbaul Ulum. During the data collection process, the researcher conducted detailed and structured field notes. The third stage is data analysis, which is conducted concurrently with the data collection process using an interactive model. The final stage includes drawing conclusions, compiling a report, and submitting recommendations. All procedures are carried out while maintaining research ethics, including maintaining the confidentiality of informants' identities.

3. RESULT AND DISCUSSION

The results of the study indicate that the implementation of Islamic boarding school-based educational management at SMPIT Manbaul Ulum runs in a structured pattern through three main aspects: planning, implementation, and evaluation. In the planning stage, the school develops a character development program integrated with the academic schedule and dormitory activities. Implementation is carried out through the habit of congregational worship, setting study schedules, and implementing consistent disciplinary rules. Evaluation is carried out periodically through teacher meetings, reports from caregivers, and student disciplinary records. The findings also indicate the active role of teachers, caregivers, and the principal in supervising and setting an example for students. In general, the implementation of this model has a positive impact on improving student discipline and independence despite several technical obstacles in the field.

Interviews with the principal revealed that the development program is planned at the beginning of each semester, involving all teachers and caregivers. The principal stated, "We design a schedule of student activities from the time we wake up until we go to bed, so that every activity is focused and provides developmental value." This statement is supported by the Semester Program Plan (RPS) document, which details daily, weekly, and monthly activities. Observations indicate that the schedule is posted in each classroom and dormitory to facilitate student compliance. In planning, the school also considers the results of the previous semester's evaluation to improve ineffective activities. This creates continuity between evaluation and development program planning.

The interview results reflect a comprehensive planning approach, where each program is designed in an integrated manner and considers all aspects of student development. The primary focus of the planning is directed at developing positive habits through strict and structured time management. The involvement of all parties teachers, caregivers, and the principal in developing the plan strengthens



coordination between work units within the school environment. Published activity schedules in public spaces, such as classrooms and dormitories, serve as visual guides, making it easier for students to understand the flow of daily activities. Thus, the socialized rules and schedules become not only written instructions but also internalized as part of the school's routine and culture.

The implementation of the discipline program is evident in the daily habits, such as congregational prayer, proper dress, and punctuality. A dormitory caretaker stated, "If a student wakes up late, we immediately remind them and give them a verbal warning, but if it happens repeatedly, it's recorded in the violation book." Based on observations, the violation book is used as a weekly evaluation tool to determine follow-up guidance. The student code of conduct documents clearly outlines sanctions for each violation, from warnings to special guidance. This implementation is consistent both during school hours and in the dormitory, so students are accustomed to following the rules in various situations. The involvement of on-duty teachers and dormitory caretakers in supervision strengthens the effectiveness of discipline implementation.

This statement indicates that the school implements a multi-layered disciplinary control system, starting with direct on-site supervision and continuing with formal recording as a basis for follow-up action. Direct supervision allows for immediate reprimands when violations occur, allowing students to quickly recognize their mistakes. Formal recording serves as an archive of violations, facilitating evaluation and determining subsequent remedial measures. This multi-layered mechanism instills in students the understanding that every violation has real consequences that cannot be ignored. Furthermore, this system also provides space for gradual remedial action, enabling more effective and sustainable behavioral change.

The independence program is implemented by getting students used to managing study time, tidying their rooms, doing laundry, and managing personal needs. One student said, "Initially, my friends often helped me with the laundry, but now I can do it myself because there is a duty schedule and a rule that I have to be independent." Observations in the dormitory revealed a rotating daily duty schedule for cleaning the environment and organizing personal equipment. Dormitory guidance documents indicate that the program is intended to reduce students' dependence on teachers or caregivers. In practice, this habituation is accompanied by initial guidance from caregivers and weekly evaluations to monitor student progress. Implementing this system helps students learn to manage personal responsibilities consistently.

Interviews with these students revealed significant behavioral changes, from an initial tendency to rely on friends or caregivers to a higher level of independence. This change occurred gradually through the implementation of consistent habituation mechanisms and the support of clearly scheduled rules. The implemented duty schedule not only regulates the division of tasks but also trains students to be responsible for environmental cleanliness and managing personal needs. Weekly supervision by caregivers serves a dual role: as a stimulus to maintain student motivation and as a control tool to maintain discipline. This combination of repeated habituation and structured supervision creates a strong foundation for the development of sustainable independence among students.

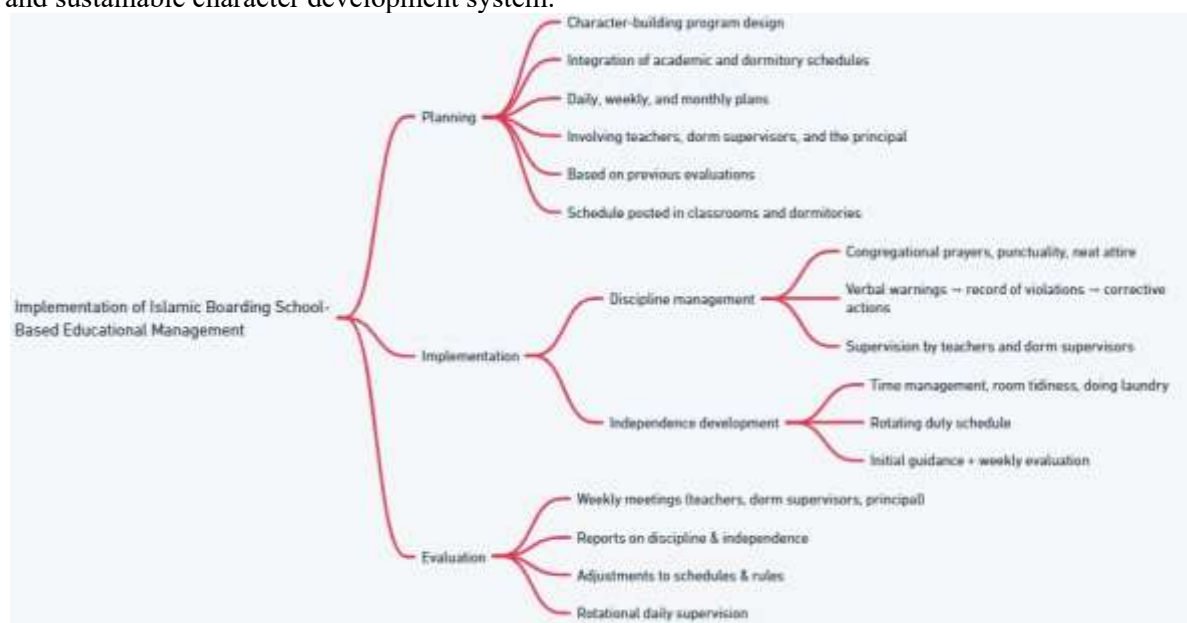
Program evaluations are conducted periodically through coordination meetings involving the principal, teachers, and dormitory caretakers. A vice principal stated, "Every weekend we hold a meeting to discuss discipline and independence reports, and then decide on follow-up actions for students who are having problems." Meeting minutes indicate that the results of these evaluations are used to update guidance strategies, including schedule changes or adjustments to rules. Observations indicate that daily supervision is carried out in rotation by teachers and caretakers, ensuring continuous monitoring of student activities. Furthermore, evaluation results are communicated to parents through monthly reports. This process ensures that any field findings are promptly addressed with appropriate guidance measures.

The vice principal's statement emphasized the importance of regular evaluation forums as a means of identifying problems and developing prompt follow-up actions. Involving all stakeholders in evaluations strengthens the sustainability of the coaching program and enhances supervisory accountability.

**Table 1. Research Findings**

Indicators	Focus/Subfocus	Implementation Methods	Data Sources
Planning	Daily activity plan	Developing an integrated academic-dormitory schedule	Interviews, documents
Discipline	Rule familiarization	Praying in congregation, arriving on time, dressing neatly	Observations, documents
Independence	Personal management	Schedule of duties, doing your own laundry, managing personal items	Interviews, observations
Evaluation	Coordination meetings	Weekly reports, coaching follow-up, communicating with parents	Interviews, documents

The four focus areas of the research findings demonstrate a close relationship in developing student discipline and independence. Structured planning forms the foundation for consistent development at school and in the dormitory. Repeated daily activities reinforce positive habits, while regular evaluations ensure any issues are addressed promptly. Data from interviews, observations, and documents reinforce the fact that the program's success depends on the synergy of all components of educational management. Thorough planning without consistent implementation will be ineffective, and implementation without evaluation will be disorienting. Overall, this pattern forms an integrated and sustainable character development system.

**Figure 1. Implementation of Islamic Boarding School-Based Educational Management**

Based on the research results, the implementation of Islamic boarding school-based educational management at SMPIT Manbaul Ulum proceeds through mutually supportive planning, implementation, and evaluation stages. Thorough planning ensures each activity has clear development objectives, consistent implementation fosters positive habits, and regular evaluation maintains the program's sustainability. Student discipline appears to improve through the habit of following school rules, while independence develops through activities to manage personal needs. All of these findings have answered the research problem formulation regarding the effectiveness of the implementation of Islamic boarding school-based educational management. These results serve as a basis for further discussion of supporting factors, obstacles, and opportunities for program development in the discussion chapter. Thus, this study provides a factual picture of character development practices in modern Islamic boarding school-based schools.



Discussion

This study found that the implementation of Islamic boarding school-based educational management at SMPIT Manbaul Ulum demonstrates a structured and consistent pattern in fostering student discipline and independence. Three main components planning, implementation, and evaluation work synergistically, creating a disciplined and independent school culture. Activity planning is carefully structured from morning to night, ensuring that every student activity has character-building value. Implementation is carried out through consistent practices at school and in the dormitory, involving teachers, caregivers, and the principal as role models and supervisors. Evaluation is conducted regularly through coordination meetings and reports, resulting in appropriate follow-up coaching. These findings indicate that the Islamic boarding school-based educational management model can be an effective strategy for character building in junior high school students.

The significance of these findings suggests that the success of character development through Islamic boarding school-based management lies in the consistency and integration of academic and non-academic activities. Detailed scheduling not only regulates study time but also incorporates the values of discipline and independence into the daily routine. As students become accustomed to following this schedule, character values are not taught verbally but are internalized through direct experience. Multi-layered supervision by teachers and caregivers ensures that implementation does not rely on one-off instructions but becomes habitual. Thus, character formation does not occur instantly, but rather through a measurable process of habituation. This success demonstrates that a systematically managed environment can shape positive behavior sustainably.

What's unique about this finding is the integration of strict discipline with a coaching approach that's more guiding than simply punitive. Recording violations in a special book, followed by individual coaching, creates a balance between rule enforcement and emotional support. This prevents students from feeling unduly stressed and fosters a sense of personal responsibility. Furthermore, fostering independence through activities like doing their own laundry, tidying their rooms, and managing their study schedules fosters life skills rarely learned in traditional formal schools. This process creates students who not only obey the rules but are also able to manage themselves without relying on others. This developed character is a crucial asset for students' future success.

The results of this study support Syakur et al. view, which asserts that character education requires continuous practice in a structured environment (Syakur et al., 2020). The integration of planning and implementation at SMPIT Manbaul Ulum aligns with the concept of Islamic education management outlined by Dewi, where religious values are at the core of school management (Dewi, 2024). This finding is also in line with Noviani & Azkar research which found that the boarding school system was able to significantly increase student compliance with rules through habituation of worship and intensive supervision (Noviani & Azkar, 2024). Furthermore, these findings reinforce the study by Tawakkal et al., which highlights the effectiveness of mentoring and extracurricular activities in developing student independence (Tawakkal et al., 2025). Thus, this study not only supports existing theory but also provides empirical evidence in the context of a modern Islamic boarding school.

However, these findings also expand on the findings of Afandi Masrul et al. study, which examined the implementation of the Islamic boarding school system in boarding-based public schools. Afandi Masrul et al. revealed that the level of student discipline has increased significantly within a period of one year, however, the results of this study indicate that this achievement can still be strengthened if the school management implements regular evaluations and optimizes the multi-layered monitoring system (Witarsa, 2024). On the other hand, Abu Nawas et al. study which compared several Indonesian boarding schools and Islamic boarding schools found similarities in the approach to character building, but this study added that the comprehensive integration of academic and non-academic activities was a significant differentiating factor (Nawas et al., 2024). These findings suggest that the success of Islamic boarding school-based education management depends not only on strict rules but also on a sustainable development strategy. Thus, this study enriches the academic discourse on character education management in the boarding school system.



This discussion demonstrates that the research findings directly address the research question, namely how the implementation of Islamic boarding school-based educational management can improve student discipline and independence at SMPIT Manbaul Ulum. Each stage of management planning, implementation, and evaluation has been analyzed and proven to play a crucial role in fostering student character. Discipline is enhanced through consistent implementation of rules, while independence develops through the habit of managing personal needs. The findings also demonstrate that the program's success is influenced by the synergy between teachers, caregivers, the principal, and the boarding school environment. Thus, the research objective of describing and analyzing the implementation of Islamic boarding school-based educational management has been achieved. This also provides a practical overview for other schools wishing to adopt a similar model.

The results of this study have significant implications for the development of theory and practice in Islamic boarding school-based educational management. From a theoretical perspective, this study reinforces the concept that character development requires integration between academic and non-academic activities in school management. From a practical perspective, the model developed can serve as a reference for boarding schools in designing effective character development programs. Furthermore, these findings can serve as a basis for educational policymakers to develop curricula that emphasize the instilling of discipline and independence. Teachers and caregivers can utilize the results of this study to improve supervision and coaching strategies that balance rule enforcement with emotional support. Thus, this research contributes to strengthening an education system oriented toward character development.

This study is limited to a single school, so generalizing the findings to other schools requires caution. Furthermore, the study focused more on internal management aspects, so external factors such as parental support and the community environment were not analyzed in depth. The relatively short duration of the study also limited observations of long-term changes in student character. Therefore, further research is recommended to include several Islamic boarding schools with different characteristics. Future research could also incorporate quantitative methods to statistically measure the level of improvement in discipline and independence. This would ensure broader coverage and stronger validity of the findings.

4. CONCLUSION

Based on the research results above, it can be concluded that the implementation of Islamic boarding school-based educational management at SMPIT Manbaul Ulum has been proven to significantly improve student discipline and independence. Discipline is built through consistent application of rules, the habit of congregational worship, and continuous supervision. Student independence develops through a program of personal responsibility habits, life skills activities, and learning that emphasizes self-regulated learning. This research shows that the objectives set in this study have been achieved, namely to find an effective implementation model of Islamic boarding school-based educational management in forming disciplined and independent characters. Scientifically, these findings contribute to the development of educational management strategies that integrate Islamic boarding school values into the context of modern schools. In addition, the results of this study have practical implications for school administrators, teachers, and educational policymakers to adopt a structured, religious values-based educational management approach. The resulting model can be a reference for educational institutions that want to balance academic aspects with character development.

Future researchers are advised to expand the scope of the study by involving more schools implementing the Islamic boarding school-based management model to obtain a comparative picture across institutions. Furthermore, future studies could integrate quantitative methods to more measurably measure the program's impact on student discipline and independence. The use of more diverse evaluation instruments, such as long-term observation and student portfolio assessment, could also enrich the data obtained.



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