

The Effectiveness of Boarding School Management in Developing Student Potential at MAN 1 Surakarta

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Abstract: *The purpose of this study is to examine the development of student potential at MAN 1 Surakarta, with a focus on the effectiveness of boarding school management in developing student potential at MAN 1 Surakarta. In this study, conducted at MAN 1 Surakarta on November 5, 2024, the researcher employed a descriptive qualitative method. The data collection methods used were in-depth interviews, direct observation, and documentation. The validity of the data in this study was ensured through source and method triangulation. The data obtained were analyzed interactively through the processes of data reduction, data presentation, and drawing conclusions. This study indicates that boarding school management at MAN 1 Surakarta is effective in supporting student development, both academically and in terms of character. This is supported by flagship programs such as spiritual guidance, life skills training, and extracurricular activities focused on leadership. These programs encompass various academic and non-academic activities aimed at developing students' overall potential, covering intellectual, character, and spiritual aspects. Proper and effective boarding school management will have a significant impact on student development, thereby creating a supportive environment for fostering strong character, discipline, and integrity.*

Keywords: *Management, Boarding School, Development, Student Potential*

Introduction

Educational institutions in Indonesia have undergone significant changes, both in terms of institutional structure, learning systems, and implementation. Within the current education system, a crisis of character has emerged in this nation, marked by a decline in values such as good manners, ethics, decorum, and morality, which have deteriorated in tandem with the passage of time. Given the rapid pace of change in today's world, it is crucial to pay close attention to children's social environment. This underscores the fact that education should not focus solely on imparting knowledge, but must

also emphasize character development and the reinforcement of moral values.¹

In line with this, the role of parents during a child's developmental stages—particularly during adolescence—is crucial. However, parents who are busy with work often fail to pay sufficient attention to their children's development and assume that the responsibility of education can be left entirely to school teachers. Therefore, cooperation and continuity between parents and educators are essential in supporting children's development and character building. It is important to raise awareness and enhance synergy so that the educational approach implemented can be harmonious and effective.²

Incorporating moral values and character education into schools and universities requires the formulation of curriculum competencies that encompass three aspects: attitudes, skills, and knowledge. Character education is a primary focus in curriculum simplification, as the overly dense elementary school curriculum hinders students from fully grasping the material. The success of character education is not only measured in the cognitive domain, but also by the balance between cognitive, affective, and psychomotor aspects³.

Madrasahs play a vital role as educational institutions in producing high-quality graduates, both academically and in terms of their contribution to society. Therefore, madrasahs need to develop educational programs that enable students to play an active role in their daily lives within their communities. In addition to addressing global and national demands, madrasahs must also respond to local needs, making public support for the development of education in madrasahs all the more important. Therefore, madrasahs must strengthen programs that have a direct impact on students.

Since the mid-1990s, boarding schools have begun to emerge in Indonesia as a response to the limitations of the existing education system. Through a more comprehensive and holistic educational approach, boarding schools are able to provide religious education, academic development, life skills (both soft and hard skills), and broaden global access. The teaching approach focuses not only on theory but also on practical application, both in the context of academic knowledge and everyday life experiences.⁴

¹ Zainudin Hasan et al., "Strategi Dan Tantangan Pendidikan Dalam Membangun Integritas Anti Dan Pembentukan Karakter Generasi Penerus Bangsa," *Jurnal Ilmu Hukum Dan Politik* 2, no. 2 (2024): 241–55, <https://doi.org/10.51903/perkara.v2i2.1883>.

² Nunung Dian Pertiwi, "Peran Guru Dan Orang Tua Dalam Membentuk Karakter Jujur Pada Anak," *Jurnal Pendidikan Dasar: Jurnal Tunas Nusantara* 3, no. 1 (2021): 324–35. <https://doi.org/10.36989/didaktik.v9i2.1114>

³ Dewi Srigati, "Membentuk Karakter Siswa Di Masa Pandemi Covid-19," *Universitas Riau*, 2020, 1–12. <https://doi.org/10.59945/jpnm.v3i3.664>

⁴ Idam Mustofa and Ahmad Noval Kholil, "Strategi Peningkatan Kualitas Peserta Didik Dalam Penjaminan Mutu Eksternal," *Cermin Jurnal* 2, no. 1 (2022): 54–63,

According to a study conducted by the University of Hong Kong, boarding schools can improve students' academic performance. With an effect size of 0.248, boarding schools enhance students' cognitive development, according to a meta-analysis based on 49 studies. In addition, other studies have shown that students living in dormitories achieve better academic results than those who do not, due to a more structured learning environment and more frequent interaction between teachers and students. Furthermore, the dormitory environment has the potential to improve students' memory and concentration, as well as boost their performance in mathematics and language.⁵

A boarding school is an educational institution where students not only study but also live and go about their daily lives within the school's premises. The concept of boarding schools historically originated in Classical Britain, and the term "boarding school" has various names in different countries, such as "college" in the United Kingdom, "private school" in the United States, and "kolej" in Malaysia, among many other terms. The boarding school system is believed to optimize students'. Therefore, to achieve this, the system requires a strong commitment from educators and school administrators to be ready to support students 24 hours a day. During this time, educators can effectively serve as role models for students; it is hoped that educators' positive character will help instill in students the confidence to become good people themselves.⁶

The boarding school system offers a number of advantages, particularly in its focus on fostering independence and its ability to integrate religious studies with general education to shape well-rounded students. With 24-hour supervision and guidance from educators, the educational process becomes more flexible and comprehensive. Every student activity can be closely monitored, fostering a strong bond between educators and students. Therefore, this boarding school system is committed to fostering character education, cultivating a sense of community, and instilling discipline, compliance, and adherence to moral standards, making it an ideal vehicle for teaching moral values. Additionally, this system instills values

<https://ejournal.staidapondokkrempyang.ac.id/index.php/cjmp/article/view/98%0Ahttps://ejournal.staidapondokkrempyang.ac.id/index.php/cjmp/article/download/98/90>.

⁵ Zhiyong Zhong, Yang Feng, and Yongqi Xu, "The Impact of Boarding School on Student Development in Primary and Secondary Schools : A," no. March (2024): 1-12, <https://doi.org/10.3389/fpsyg.2024.1359626>.

⁶ Makhrus Ali, "Optimalisasi Kompetensi Kepribadian Dan Profesionalisme Guru Pendidikan Agama Islam (Pai) Dalam Mengajar," *Ar-Rusyd: Jurnal Pendidikan Agama Islam* 1, no. 2 (2022): 100-120, <https://doi.org/10.61094/arrusyd.2830-2281.27>.

such as responsibility, freedom, and honesty to nurture students' intellectual, emotional, and spiritual development.⁷

MAN 1 Surakarta is a State Senior High School in Surakarta, Central Java, which offers a flagship program called the Science and Research Boarding School. This program aims to produce students who excel in science and research while strengthening their religious understanding. The curriculum combines the national curriculum with a religious curriculum, featuring daily activities that include academic instruction, tutorials, and religious activities. Facilities supporting this program include comfortable dormitories, science laboratories, a well-stocked library, and sports facilities. Students at MAN 1 Surakarta have achieved various accomplishments at the national and international levels in the fields of science, technology, sports, and the arts. Many alumni have gone on to pursue higher education at prestigious universities and have built careers in various sectors.

In addition, the school offers a variety of extracurricular activities, such as the Boarding School Student Organization (OPBS), science and technology clubs, and various religious activities. With its comprehensive programs and well-equipped facilities, MAN 1 Surakarta is committed to nurturing a generation that is not only academically intelligent but also possesses noble character and Islamic values.⁸

The implementation of boarding school management in Indonesia, particularly in the context of Islamic boarding schools and residential schools, demonstrates significant importance and a high level of need. This is evident from the effectiveness of the boarding school model at State Senior High School 1 Surakarta. This boarding school system fosters an organized and controlled environment that effectively promotes character development and moral values among students. At Madrasah Aliyah Negeri 1 Surakarta, students receive not only a general academic education but also intensive religious education, as a strategic step toward fostering a strong Islamic identity.⁹

The boarding school management system facilitates the integration of the national curriculum and the religious curriculum, as implemented at Madrasah Aliyah Negeri 1 Surakarta, where these two educational components are harmoniously integrated. The educational guidance at this

⁷ Ahmad Irfan Musthafa et al., "Literature Review : Manajemen Peserta Didik Di Lembaga Pendidikan Islam" 3, no. 2 (2025): 38–46. <https://doi.org/10.61579/sagita.v3i2.443>

⁸ Muhammad Iqbal et al., "Relevansi Pendidikan Karakter Dalam Konteks Pendidikan Islam: Membangun Generasi Berkarakter Islami," *Indonesian Research Journal on Education* 4, no. 3 (2024): 13–22, <https://doi.org/10.31004/irje.v4i3.568>.

⁹ Ika Kurnia Sofiani, M Khairul Fadli, and Indra Wahyu Saputra, "Pembentukan Kepribadian Islami Dalam Pendidikan Agama Islam," *Mutiara: Jurnal Penelitian Dan Karya Ilmiah* 2, no. 3 (2024): 299–306. <https://doi.org/10.59059/mutiara.v2i3.1353>

madrasah encompasses five dimensions of religiosity which, if properly implemented, will foster a strong sense of religious commitment among students. These dimensions include the aspect of belief, the aspect of religious practice (practical), the aspect of experience and appreciation (the experiential/religious feeling), the aspect of experience and its impact (the consequential/religious effect), and the aspect of religious knowledge (intellectual).¹⁰

In an era of increasingly complex challenges posed by globalization and modernization, the boarding school system has emerged as an effective approach to countering moral decline by providing intensive character education and an environment conducive to the development of noble character. Optimal management within the boarding school context contributes to improving educational quality, achieved through systematic planning, organizing, implementation, and evaluation processes, as evidenced by the achievements of students at Madrasah Aliyah Negeri 1 Surakarta at both the national and international levels. Furthermore, students in the school dormitory environment are equipped with the skills to become independent, manage their time efficiently, and develop leadership abilities, which collectively prepare them to face the dynamics of life in the future. Therefore, the implementation of boarding school management, particularly at MAN 1 Surakarta, is expected to produce a generation that is devout, pious, mature in character, independent, healthy, disciplined, and productive. Furthermore, this generation is also expected to excel in both academic and non-academic fields, to possess the skills and expertise necessary to support their lives, and to be creative, innovative, and entrepreneurial.¹¹

A previous study conducted by Rahmat Hidayatullah, Siti Aisyah, and Zohra Yasin, titled "The Effectiveness of Boarding School Management in Improving Semi-Military Discipline Among Students at Wira Bhakti Integrated High School in Gorontalo," examined the process of fostering semi-military discipline and the efforts made to improve discipline at Wira Bhakti Integrated High School in Gorontalo.¹² Furthermore, a study conducted by Mursyid Fikiri and Ferdinan, titled "The Role of Boarding School Management in Improving Academic Achievement in Islamic Education," examines how boarding school management can enhance academic achievement through curricular programs, programs to foster excellence, and

¹⁰ Mafatihul Huda, "Jurnal Pendidikan Agama Islam Al-Amin Studi Literatur Tentang Kecerdasan Spiritual Dan Religiusitas Pada Peserta Didik MTs Mafatihul Huda Cipari" 2, no. 1 (2025): 135–42. <https://doi.org/10.54723/jpai.v2i1.454>

¹¹ Abdul Manaf, "Rekonstruksi Pendidikan Boarding School Di Indonesia," *Jurnal Dakwah Dan Komunikasi* 20, no. 1 (2022): 50–60, <https://ejournal.iprija.ac.id/index.php/Ad-DAWAH/article/view/21>.

¹² Rahmat Hidayatullah, Siti Asiah T Pido, and Zohra Yasin, "Efektivitas Manajemen Boarding School Berbasis Semi Militer Sma Terpadu Wira Bhakti Gorontalo" 8, no. 1 (2020): 178–87. <https://doi.org/10.30603/tjmpi.v8i2.1740>

extracurricular activities.¹³ In this study, the author examines the effectiveness of boarding school management in developing the academic and non-academic potential of students at MAN 1 Surakarta.

Method

This study employs a descriptive qualitative approach with the aim of gaining an in-depth understanding of the implementation of boarding school management at MAN 1 Surakarta and its impact on student development. Data collection for this study was conducted on Tuesday, November 5, 2024, with the research subjects being the secretary of the boarding school program, teachers, and students at MAN 1 Surakarta.

The method used in this study was in-depth interviews with key informants, guided by structured yet flexible questions. To supplement the data in this study, the researcher also analyzed secondary data obtained from academic journals and articles on the MAN 1 Surakarta website.

The data analysis process consists of three stages: (1) data reduction by summarizing relevant information, (2) presenting the data in the form of a structured narrative, and (3) drawing conclusions to identify patterns in the findings. To ensure data validity, this study employs source triangulation (combining data from interviews, journals, and websites) as well as member checking, in which relevant informants re-verify the accuracy of the interview results. This combination of methods is expected to provide a comprehensive picture of boarding school management and the contributions of its flagship programs.

Result and discussion

Flagship Boarding School Program at MAN 1 Surakarta

MAN 1 Surakarta offers a variety of flagship programs designed to meet the diverse needs of students, including boarding and full-day programs. The boarding programs at MAN 1 Surakarta include (a) the Science and Research Boarding School, which focuses on science, research, and technology-based education; and (b) the Special Senior High School Program (MAPK), which focuses on character education and provides intensive pesantren education to deepen religious knowledge, with Arabic as the medium of instruction. The purpose of this program is to produce graduates who are academically competent and possess strong religious skills, supported by adequate facilities such as language labs, a library, and supportive dormitory accommodations.

On the other hand, the Full Day program at MAN 1 Surakarta is designed for students who want intensive academic activities throughout the day without living in the dormitory. There are two tracks to choose from: the

¹³ mursyid Fikiri And Ferdinan, "Peranan Manajemen Boarding School Dalam Meningkatkan Prestasi Belajar Pendidikan Agama Islam" 2, no. 1 (n.d.): 43-52. <https://doi.org/10.26618/jtw.v2i01.1022>

Full Day Science track for boys and girls, which emphasizes science subjects such as Biology, Physics, and Mathematics. In the afternoon, students also receive additional tutoring after regular classes. Additionally, the Full Day Social Sciences track for girls focuses more on social sciences, such as Geography, Economics, and Sociology. This program provides time for academic enrichment, discussions, and after-school activities. Students in the boarding school program and those in the full-day program have access to the same facilities; however, students in the full-day program participate in additional learning activities that focus on academic and spiritual development to enrich their skills and knowledge.

The boarding school program at MAN 1 Surakarta is a specialized track designed to enrich students' education. The program focuses on enhancing skills and knowledge in three areas: science, social studies, and religious studies. In addition to covering regular academic subjects such as mathematics and social studies, the program also places a strong emphasis on developing additional vocational skills, such as research, technology, and entrepreneurship.

The concept of boarding schools is not new to the Indonesian education system. For a long time, the concept of boarding schools has been known as "pondok pesantren." These pondok pesantren are the precursors to boarding schools in Indonesia. Boarding schools play an important role, including as educational institutions, academic institutions, training institutions, community empowerment institutions, and religious guidance institutions.¹⁴

Generally, boarding school programs in Indonesia combine formal academic education with character development and the instillation of religious values. A boarding school is an educational institution that requires students to live in provided dormitories, so that they not only study at school but also live within the school environment. This concept is an adaptation of the pesantren system, which has long been deeply rooted in Indonesia and emphasizes traditional and modern values in an integrated and selective manner.¹⁵

Thus, the boarding school program at MAN 1 Surakarta shares similarities with other boarding schools in Indonesia, namely in its integration of formal education with character development. However, MAN 1 Surakarta has its own unique features, through specialized programs such as Crescenta and BBM, which are designed to place greater emphasis on academic development in the fields of science and technology, as well as on students' active involvement in the community.

¹⁴ Pembelajaran Kitab, Balaghah Di, and Abdul Muhid, "Nilai-Nilai Pendidikan Karakter Dalam" 8, no. 1 (2022): 35–51, <https://doi.org/10.31943/jurnal>.

¹⁵ Mardiah Astuti, Rahmatullah Akbar, and Karoma, "Historis Boarding School Serta Faktor – Faktor Yang Mempengaruhinya," *Jurnal Ilmiah Wahana Pendidikan* 9, no. 12 (2023): 412–27. <https://doi.org/10.5281/zenodo.8079170>

Boarding School Management Initiatives for Student Development at MAN 1 Surakarta

Academic Development

Academic development at MAN 1 Surakarta is highly focused, particularly on improving students' academic performance and fostering their interest in science. To support this, the Science and Research Boarding School Program was established in 2005 with the aim of cultivating a generation that excels in science, research, and technology, while also fostering discipline in the study of religious sciences. Students are encouraged to actively participate in research, scientific projects, and science competitions. This has made the program one of the flagship programs that has successfully achieved accomplishments at the national and international levels.

One of the standout programs at MAN 1 Surakarta that sets its boarding school program apart from others is Crescenta. Crescenta stands for Competition of Science and Technology in Application; it is a science and technology competition organized by the Boarding School Student Organization (OPBS) at MAN 1 Surakarta. This is a major event, as evidenced by the funding requirements reaching hundreds of millions of rupiah. Remarkably, the OPBS students themselves actively seek sponsors to meet these funding needs, which far exceed the tens of millions of rupiah provided by the school. This event consists of competitions for junior high school students, held at MAN 1 Surakarta. The competition categories include the Science Olympiad, robotics, wall magazine, maze solving, and others. The competition runs for a full day from morning until afternoon, and since all school rooms are used for the event, classes for MAN 1 Surakarta students are typically suspended.

Academic Achievement

Students at MAN 1 Surakarta have achieved a number of impressive academic accomplishments. Many of them have won various academic competitions, such as science and technology olympiads, at both the national and international levels. For example, one student from MAN 1 Surakarta won the championship at the World Robot Games held in Bangkok, Thailand. In addition, many students have been accepted into higher education institutions through selection processes such as SBMPTN, SNMPTN, SPAN PTKIN, and state polytechnics. According to data from 2024, out of 458 graduating students, 301 were admitted to public universities. The breakdown includes 90 students admitted through the SNBP pathway, 106 through the SBMPTN, 150 through the SPAN PTKIN, 13 admitted to state polytechnics, 8 receiving scholarships at UIN Sunan Ampel Surabaya, and 40 admitted to leading private universities. This achievement demonstrates the

madrasah's commitment to not only providing basic knowledge and skills but also fostering critical thinking, technological skills, and global competencies.¹⁶

Interest in Science

MAN 1 Surakarta demonstrates a strong interest in science, supported by a curriculum that integrates subjects such as Mathematics, Physics, Biology, and Chemistry, alongside religious studies such as Islamic Beliefs and Ethics, Islamic Jurisprudence, the Quran, and Hadith. The program includes research and technological innovation activities that encourage students to actively engage in scientific research and development. One of the efforts to foster students' interest in science is to organize a visit to the Department of Physics at UGM on December 6, 2024, with the aim of conducting basic physics experiments. This activity also reflects the madrasah's commitment to nurturing students who are not only academically outstanding but also possess a character aligned with Islamic values.¹⁷

Supporting Facilities

In an effort to support and enhance academic development, MAN 1 Surakarta provides a variety of facilities, including a fully equipped science laboratory, a spacious library with a wide range of books, and information technology resources. These facilities enable students to conduct experiments and research, as well as access various digital learning resources. To support health and physical activity, students have access to a sports field used for various physical activities and inter-student competitions.

Activities at the dormitory include strict supervision and a structured daily program focused on discipline and spiritual guidance. Students are provided with a conducive learning environment, intensive guidance, and opportunities to develop leadership skills through the dormitory's student organization (OPBS). The dormitory is also equipped with dedicated study areas, counseling rooms, and adequate places of worship. These facilities are designed to provide an optimal learning environment, both academically and spiritually. Proper management of these facilities can create a conducive learning environment, thereby increasing students' motivation to learn and the effectiveness of teaching by teachers.¹⁸

¹⁶ Baitiyah, Anis Khofifatun Nafilah, and Mabnunah, "Strategi Pengembangan Pendidikan Madrasah Di Bangkalan (Sinergi Tradisi Dan Modernitas)," *Jurnal Dimensi Pendidikan Dan Pembelajaran* 12, no. 1 (2024). <https://doi.org/10.24269/dpp.v12i1.9773>

¹⁷ Pendidikan Agama and Islam Di, "Penanaman Nilai-Nilai Karakter Islam Dalam Kurikulum Pendidikan Agama Islam Di Sekolah" 5, no. 1 (2024): 225–32.

¹⁸ M Nur Lukman Irawan, Universitas Islam, and An Nur, "ISLAM" 02, no. 03 (2023): 2–4. <https://journal.nabest.id/index.php/annajah>

Non-Academic Development at MAN 1 Surakarta

Non-academic development at MAN 1 Surakarta encompasses several aspects, such as leadership, creativity, and social skills, which play a crucial role in shaping students' character to become well-rounded and competitive individuals. Students are encouraged to enhance their leadership skills through various extracurricular activities and organizations, such as the Boarding School Student Organization (OPBS), which trains them in leadership, teamwork, and decision-making. Their creativity is fostered through arts and cultural activities, including art, music, and theater clubs, as well as research and technology innovation programs that stimulate creative and innovative thinking.

Social skills develop through interactions in the dormitory and various group activities such as discussions, collaborative projects, and social events that help students learn to communicate effectively, collaborate, and understand others' perspectives. Activities such as congregational prayer and religious study sessions also strengthen social bonds while fostering a strong Islamic character. Through this approach, MAN 1 Surakarta has successfully produced students who excel not only academically but also in non-academic areas, and are prepared to face various real-world challenges with well-rounded skills. This has resulted in competent alumni who are ready to compete at the global level with adequate skills and capabilities.¹⁹

Character and Spiritual Development at MAN 1 Surakarta.

Character development and spirituality at MAN 1 Surakarta are the primary focus of the educational process carried out by this madrasah. Students living in the dormitory gain an edge through learning practical da'wah skills and mastering local customs, which include public speaking, proficiency in the art of reciting and writing the Qur'an such as tilawah, memorization of the Qur'an and Hadith, as well as other activities. Additionally, students are encouraged to be independent, manage their time effectively, and hone their leadership skills through various extracurricular activities and organizations.²⁰

The combination of spiritual, academic, and research aspects, implemented through a boarding system, sets MAN 1 Surakarta Boarding School apart from similar programs elsewhere. Religious education here is not limited to theory but is put into practice through hands-on experience. Since the limited time in regular schools does not allow for full monitoring of students' religious practices or a comprehensive understanding of religious

¹⁹ Nursita Aulia and Masduki Asbari, "Kampus Merdeka Membentuk Generasi Unggul Menuju Tantangan Masa Depan" 03, no. 01 (2024): 38–41. <https://doi.org/10.4444/jisma.v3i1.848>

²⁰ Umi Kulsum et al., "MANAJEMEN KURIKULUM DALAM PENDIDIKAN ISLAM: INTEGRASI ILMU DUNIA DAN AKHIRAT" 03, no. 09 (2024): 22–33. <https://journal.an-nur.ac.id/index.php/unisanjournal>

life, living in a boarding school serves as a solution to ensure that Islamic values can be fully internalized. This internalization process begins with how students observe, listen, and then attempt to apply all the religious theories they have learned.²¹

Implementation of Boarding School Management at MAN 1 Surakarta: Components and Division of Responsibilities

In implementing a boarding school program, the primary focus is, of course, on establishing a clear organizational structure for those responsible for the program so that it can run smoothly; through this boarding school program, students can fully develop their character and potential.

At MAN 1 Surakarta, the key figures and components responsible for establishing this boarding school program are as follows: (a) The principal, who is fully responsible for ensuring that the school's vision and mission are achieved, as well as for all programs at MAN 1 Surakarta, such as the Boarding School, Workshops (Skills Programs), Religious Education Programs (MAPK), Science Research, and the Full-Day Program. (b) The boarding school coordinator is responsible for the duties entrusted to them in overseeing and managing the entire program, and for evaluating and improving the performance of the Boarding School Student Organization (OPBS) to uphold the good reputation of the boarding school and MAN 1 Surakarta.²² In boarding school programs, students typically form an organization called OPBS (Boarding School Student Organization), commonly known as OSIS. They are responsible for the programs to be implemented over the course of a year and hold a meeting in December to discuss the work plan for that year, including initiatives such as the BBM (Boarding School Community Engagement) program. This program is similar to a typical community service program, so the students will go directly to a village to provide assistance or implement a program they have planned in advance. In 2023, students at MAN 1 Surakarta organized a program during the month of Ramadan, during which they were trained to teach at the school, lead Quranic study classes (TPA), and participate in other religious activities. (c) The dormitory director is directly responsible for the overall management of the dormitory and oversees all activities taking place there; for example, at MAN 1 Surakarta, the dormitory director is responsible for all programs to be carried out in the dormitory, such as the daily activities of the students. (d) The secretary plays a very important role in administrative and operational

²¹ Muhammad Izzudin, Dedi Djubaedi, and Huriyah Huriyah, "Manajemen Boarding School Dalam Upaya Meningkatkan Kualitas Pembelajaran Di Smp Nurul Hayaj Ketanggungan Brebes," *Tsaqafatuna* 3, no. 1 (2021): 65-74, <https://doi.org/10.54213/tsaqafatuna.v3i1.63>.

²² Jannati Aliyah, Fajri Ismail, and Muhammad Win Afgani, "Pengembangan Program Boarding School Dalam Pembentukan Karakter Peserta Didik Di Madrasah," *Jurnal Pendidikan Dan Keguruan* 1, no. 2 (2023): 65-72.

management within the boarding school. (e) Dormitory advisors, who focus on fostering and developing students' character and personality, such as by providing guidance, advice, or direction, and shaping the character of students living in the dormitory.²³

Based on the data collected, the findings are consistent with the concept that effective management in an educational setting must encompass integrated planning, implementation, and evaluation.²⁴ This is consistent with the theory put forward by several previous studies, which suggest that boarding school management must be carried out with appropriate plans and strategies in order to foster independence and a sense of responsibility among students. A clear organizational structure in educational management is crucial for improving operational efficiency and the quality of education, and MAN 1 Surakarta has implemented a well-structured hierarchy.²⁵ A clear division of responsibilities between administrators and teachers can enhance cooperation and effectiveness in achieving goals, and can take into account all social and emotional aspects of the students to create a conducive learning environment.²⁶

Daily Management and Control

As part of their daily routine, students spend the morning and early afternoon studying at school, then return to the dormitory to continue their activities until the evening. At school, supervision and management are handled by each homeroom teacher, covering situations such as students who are sick, absent, or requesting permission, as well as when they are picked up by their parents. Therefore, dormitory advisors and homeroom teachers need to work together and coordinate these matters. At MAN 1 Surakarta, a dormitory supervisor is responsible for one grade level, as the school has three classes per grade – two for female students and one for male students. Within each grade, female and male students each have their own supervisors, and the two coordinate with one another whenever issues arise.

²³ Nur Kasanah and Deri Wanto, "Manajemen Boarding School Dalam Meningkatkan Mutu Pendidikan Di Madrasah Aliyah Negeri 1 Curup," *Adaara: Jurnal Manajemen Pendidikan Islam* 14, no. 1 (2024): 25–38, <https://doi.org/10.30863/ajmpi.v14i1.5086>.

²⁴ Izzudin, Djubaedi, and Huriyah, "Manajemen Boarding School Dalam Upaya Meningkatkan Kualitas Pembelajaran Di Smp Nurul Hayaj Ketanggungan Brebes" (2021). <https://doi.org/10.54213/tsaqafatuna.v3i1.63>

²⁵ A. A. Ginting, R., Purwati, E., Arumsari, N., Pujiastuti, N. S., Kussanti, D. P., Dani, J. A., ... & Sari, "Manajemen Komunikasi Digital Terkini. Penerbit Insania," *Raudhah Proud To Be Professionals : Jurnal Tarbiyah Islamiyah* 1, no. 1 (2021): 88–97. <https://doi.org/10.64431/annamatulausath.v2i2.180>

²⁶ Ali, "Optimalisasi Kompetensi Kepribadian Dan Profesionalisme Guru Pendidikan Agama Islam (Pai) Dalam Mengajar" (2022). <https://doi.org/10.61094/arrusyd.2830-2281.27>

If a student violates the rules—for example, by being late or committing a similar infraction—the matter will be reported to the Guidance and Counseling Office (BK), especially if the violation is minor, such as being late due to waiting in line for the shower, using the restroom, or other reasons. In this context, teachers consistently provide reminders and guidance to students so that they can avoid being late in the future. On the other hand, if the issue is more serious—such as a student who is reluctant to stay overnight in the dormitory, even though the boarding school program at MAN 1 Surakarta requires all students to live in the dormitory under the supervision of dormitory advisors 24 hours a day, following the boarding school system—and when that student chooses to return home because they have not yet fully adapted during the initial phase, then this situation requires the involvement of the boarding school administration, the dormitory director, dormitory supervisors, and the guidance counseling department. Thus, these five key components must communicate with one another and work together to address students facing such issues.

Educational institutions play a strategic role in shaping the character values of the younger generation, who will eventually carry on the nation's legacy. Character education can be defined as a mechanism for transforming existential values developed within an individual's personality, so that they become deeply integrated into daily behavior. More than just instilling values in students, character education is a collective effort to create an educational ecosystem that emphasizes the internalization of moral values, as the foundation for a mature ethical life.²⁷ Pesantren-based education is implemented through the guidance of students in dormitories, where all activities and rules are strictly enforced to foster discipline and strengthen solidarity among students.

The Purpose of Implementing a Boarding School Program

The primary objective of MAN 1 Surakarta in adopting the boarding school program as a model for education is to enable students to focus more intently on science. Consequently, this approach provides significant support for students interested in pursuing studies in science-related fields, such as medicine, mathematics, and natural sciences, as well as engineering and other related disciplines. This is particularly relevant for those who, as early as junior high school, have set their sights on pursuing higher education in these fields.

In practice, State Senior High School (MAN) 1 Surakarta offers a variety of programs designed to develop students' technical and interpersonal skills. This contributes to the high productivity of students enrolled at MAN 1 Surakarta, thanks to the diverse range of programs available at the school. In addition, MAN 1 Surakarta organizes tutorial programs that generally take

²⁷ Kulsum et al., "Manajemen Kurikulum Dalam Pendidikan Islam : Integrasi Ilmu Dunia Dan Akhirat" (2024). <https://doi.org/10.31004/joe.v7i2.8177>

place for one hour after school ends, from Monday through Thursday. These tutorial programs serve as supplementary learning activities for students, covering specific subjects such as robotics, programming, and research.²⁸

Madrasah Aliyah Negeri (MAN) 1 Surakarta provides support for students interested in participating in competitions, with guidance provided by the boarding school coordinator and physics teachers. The institution has recorded a number of outstanding achievements by MAN 1 Surakarta students in robotics competitions, where participants are generally from the 11th grade. As for 12th-grade students, they are guided to focus on selecting majors suitable for higher education, given that each individual has diverse interests and talents in the learning process. Thus, students who demonstrate special potential in certain fields can be directed toward industries relevant to their interests and abilities.

Thus, the implementation of this boarding school program is able to achieve its objectives by fostering a generation that is religiously devout, possesses noble character, and exhibits good personal qualities, independence, physical health, and discipline. This initiative also makes a significant contribution by producing individuals with outstanding academic achievements and high competitiveness, while facilitating the development of a skilled and competent generation. Furthermore, this program fosters the growth of a generation that is creative, innovative, and driven by an entrepreneurial spirit.²⁹

Conclusion

Based on an analysis of the collected data, it can be concluded that the boarding school management at Madrasah Aliyah Negeri (MAN) 1 Surakarta fosters its students' potential in both academic and non-academic areas. This study examines the management of the boarding school at MAN 1 Surakarta and its impact on the development of students' potential, with a particular focus on key initiatives that strengthen academic performance and character development.

The approach used was a qualitative descriptive method, and the findings indicate that programs such as spiritual development, practical life skills, and leadership-oriented extracurricular activities are effective in fostering a supportive environment for students. In addition, this educational institution excels academically, particularly in science and technology, and prepares students to pursue higher education at leading universities through

²⁸ Iqbal et al., "Relevansi Pendidikan Karakter Dalam Konteks Pendidikan Islam: Membangun Generasi Berkarakter Islami" (2024). <https://doi.org/10.31004/irje.v4i3.568>

²⁹ Bagus Setiawan and Iqbal Fawaidhul Muhsinin, "Manajemen Program Boarding School Pada Lembaga Pendidikan Islam," *Jurnal Tarbiyah Dan Ilmu Keguruan Borneo* 4, no. 3 (2023): 279–87, <https://doi.org/10.21093/jtikborneo.v4i3.6844>.

a holistic educational model that integrates collaboration among various stakeholders.

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