

THE MANAGEMENT OF FEMALE BOARDING SCHOOL STUDENTS IN IMPLEMENTING REGULATIONS AT ISLAMIC BOARDING SCHOOLS

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Abstract

The objective of this study is to examine the management of female boarding school students in implementing regulations at the Assa'adah Modern Islamic Boarding School in Serang, Banten, with a focus on the four main functions of management: planning, organizing, implementing, and evaluating. The present research adopts a qualitative approach, employing a case study methodology, with data sources consisting of the head of female student care (1 person), female student care staff (1 person), female teachers (1 person), and female students (2 people), totaling five informants selected through a purposive sampling technique. The research was conducted over two months, involving intensive observation in the natural setting of the boarding school environment. Data collection techniques included observation, in-depth interviews, and documentation. The data was obtained from the head of the female dormitory, care staff, female teachers, and female students. The data was then analyzed using ATLAS.ti software to ensure the accuracy and precision of the data analysis. The findings indicate that the management of female students' care in implementing regulations has been carried out systematically and structurally, and can respond to various challenges that arise in the process of internalizing regulations. Program planning is carried out in a participatory manner, taking into account the actual needs and diversity of the female students' characters. The organizational process demonstrates clear and coordinated task distribution, as well as the active involvement of the student organization in the implementation of educational activities. The implementation stages emphasize exemplary behavior, persuasive communication, and interpersonal approaches that foster emotional closeness between caregivers and female students. Concurrently, evaluations are conducted in a progressive, comprehensive, and continuous manner through formative and summative assessments. These assessments incorporate corrective mechanisms, as well as recognition and appreciation.

Keywords

Management of student care, Modern pesantren, Pesantren regulations, Santriwati.



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INTRODUCTION

The Assa'adah Modern Islamic Boarding School in Serang, Banten, is an Islamic educational institution that integrates the national curriculum with Islamic religious education. It also implements a full boarding system for female students. As a modern boarding school that accommodates female students from diverse social, economic, and cultural backgrounds, Assa'adah Islamic Boarding School faces complexities in managing the care of female students, particularly in the implementation of regulations aimed at fostering character and discipline.

Islamic boarding schools in Indonesia have played an instrumental role in shaping the character of Muslim generations for centuries. These institutions serve as a conduit for the transmission of traditional Islamic values while demonstrating a capacity for adaptation to modernity (Hefner, 2021; Purwati et al., 2024). In their development, Islamic boarding schools have transformed traditional educational institutions into more complex educational institutions. This transformation has been marked by the integration of modern curricula, structured management systems, and more systematic educational approaches (Nilan, 2021; Tan & Abbas, 2021). Modern Islamic boarding schools, in particular, adopt a comprehensive educational approach that integrates the national curriculum with Islamic religious education, accompanied by an emphasis on character development, discipline, and Islamic ethics (Haris, 2020; Raihani & Gurr, 2022; Azmi et al., 2024).

As an educational institution with a boarding school-based model, modern Islamic boarding schools establish a comprehensive educational environment in which the educational process and character building occur continuously (Fatkhur et al., 2022; Laksana, 2021). In this context, the management of female students' care becomes a crucial aspect that determines the quality of the educational experience and the effectiveness of character development (Arifin & Muhtifah, 2022; Mukhibat et al., 2021). Nurochim & Ngaisah (2023) emphasize that the boarding school system in Islamic education functions not only as a place of residence but also as a vehicle for fostering discipline, moral values, and the internalization of Islamic values in daily life.

The management of female students' care constitutes an integral component of the pesantren education system, which aims to shape character and personality through the implementation of rules, habits, and supervision in daily life within the pesantren environment (Abubakar & Fatimah, 2022; Syafe'i, 2021). According to Tayeb et al. (2023), the management of Islamic boarding schools is characterized by a multifaceted approach encompassing the processes of planning, organizing, implementing, and supervising the activities of female students with the overarching objective of

achieving the institution's established educational goals. Concurrently, the research by Srimulyani & Inayatillah (2021) on educational institutions for women in boarding schools underscores the significance of a care approach that acknowledges the distinct experiences and needs of female students.

In the context of modern Islamic boarding schools, the management of female students' care has become increasingly complex. This is due to the need to balance traditional Islamic boarding school values with the demands of modernity and the expectations of various stakeholders, including parents and the community (Azra, 2022; Harmathilda et al., 2024; Kurniawati & Anshory, 2024). Parker & Hefner (2023) observe that contemporary Islamic boarding schools confront the dilemma of preserving traditional authority while adapting to social and technological transformations that influence the expectations and conduct of students.

Preliminary observations at the Assa'adah Modern Islamic Boarding School have revealed significant concerns regarding the management of female students' care in the context of regulatory implementation. First, the complexity of care management strategies in socializing and enforcing regulations for female students who come from heterogeneous backgrounds must be acknowledged. The diversity of values and customs that female students from their home regions bring with them often conflicts with the boarding school's value system and regulations. This necessitates a specialized approach in the process of socializing and internalizing regulations. Secondly, the identification of factors that facilitate or impede the successful implementation of regulations reveals a complex dynamic. The following factors have been identified as contributing to the success of the program: the support of the student organization system (OSPM), the availability of competent guardians, and a conducive boarding school environment. However, factors that impede progress include limited communication with student guardians, differing perceptions of the importance of discipline, and challenges in integrating traditional approaches with the psychological needs of modern adolescents. Thirdly, the role of santriwati care management in shaping character and discipline through the implementation of regulations necessitates an in-depth study of the effectiveness of the approaches used. A review of the extant data suggests that, while there is a relatively high level of compliance with the relevant regulations, the degree to which the values contained within these regulations are internalized remains suboptimal. This suggests the need for an evaluation of the process of authentic character formation.

Regulations in the context of modern Islamic boarding schools function as instruments of control and as pedagogical mechanisms for shaping character and preparing female students to face life's challenges (Latifah et al., 2022; Muhakamurrohman & Chaer, 2021). Hasanah & Kristiawan (2023) emphasize that an effective approach to nurturing and enforcing regulations must take into account the developmental context of adolescents and foster an environment that supports the development of positive character.

A review of the extant literature reveals numerous studies conducted in recent years that are related to the subject under discussion. Turridho & Yulia (2023) A study on the management of female boarding school students in implementing regulations found that management activities were already structured according to management functions. The study by Januardi & Aiman (2025), the care system in boarding schools underscores the significance of organizational restructuring and the active involvement of various elements in establishing a conducive environment. A study by Cita (2025) the application of parenting management principles reveals that successful parenting is influenced by the implementation of structured programs with an emotional and spiritual approach. The research by Nurjanah & Astuti (2024) the strategies of mentors in educating students demonstrate that the behavior patterns of students are influenced by the correlation between mentors and students. Mukhibat et al. (2021) posit that routine evaluations in student mentoring demonstrate the efficacy of periodic evaluations in fostering discipline and character among students.

A review of the extant literature reveals that the majority of studies on Islamic boarding schools concentrate on aspects of curriculum and education systems, while the dimension of care management has not received adequate attention (Fatkhur et al., 2022; Nilan, 2021). Furthermore, extant studies have a tendency to generalize care approaches without taking into account the particular needs of female students, which necessitate distinct strategies (Srimulyani & Inayatillah, 2021). Additionally, there is a paucity of empirical studies that have examined the implementation of regulations in the context of female student care using a comprehensive educational management framework (Tayeb et al., 2023).

The extant studies have yielded a research gap, thereby underscoring the novelty of the present study. Firstly, extant studies have not thoroughly examined effective communication and socialization strategies for female students with heterogeneous backgrounds. Secondly, a comprehensive analysis of the specific factors that facilitate or impede the implementation of these

regulations has not been conducted. Thirdly, a comprehensive study has yet to be conducted on the process of internalizing values through pesanten regulations and their impact on the formation of authentic character among female students.

Recent research on childcare management in modern Islamic boarding schools indicates a shift from an authoritative approach to a more integrative and participatory approach (Arifin & Muhtifah, 2022). There is also growing awareness of the importance of integrating traditional boarding school values with principles of developmental psychology in childcare (Hasanah & Kristiawan, 2023). Furthermore, studies have emerged that explore the relationship between childcare management and the formation of students' character and identity (Mukhibat et al., 2021). Additionally, there has been an increased focus on the role of technology and digital literacy in the context of childcare in modern Islamic boarding schools (Abubakar & Fatimah, 2022). However, studies that specifically analyze the management of female students' upbringing in implementing regulations from a comprehensive educational management perspective remain very limited.

In consideration of the aforementioned background and research gap, the objective of this study is to analyze the management of female students in implementing regulations at the Assa'adah Modern Islamic Boarding School in Serang, Banten, with a focus on four management functions: planning, organizing, implementing, and evaluating. This study is expected to address the current challenges faced by modern Islamic boarding schools, particularly in the aspect of female student care.

METHOD

The present study employs a qualitative research methodology, adopting a case study approach to examine the management of female students in implementing regulations at the Assa'adah Islamic boarding school in Serang, Banten. The qualitative approach was selected due to its capacity to capture the intricacies of social phenomena and to elucidate the significance of human actions and interactions within their natural contexts (Tracy, 2020).

The primary data for this study consists of the activities of the female student care management in implementing regulations at the Assa'adah Islamic Boarding School in Serang, Banten, obtained from in-depth interviews, participatory observation, and documentation. The data sources include the head of the female boarding school (1 person), the female boarding school staff (1 person), a female teacher (1 person), and female students (2 persons), totaling five informants selected through purposive sampling.

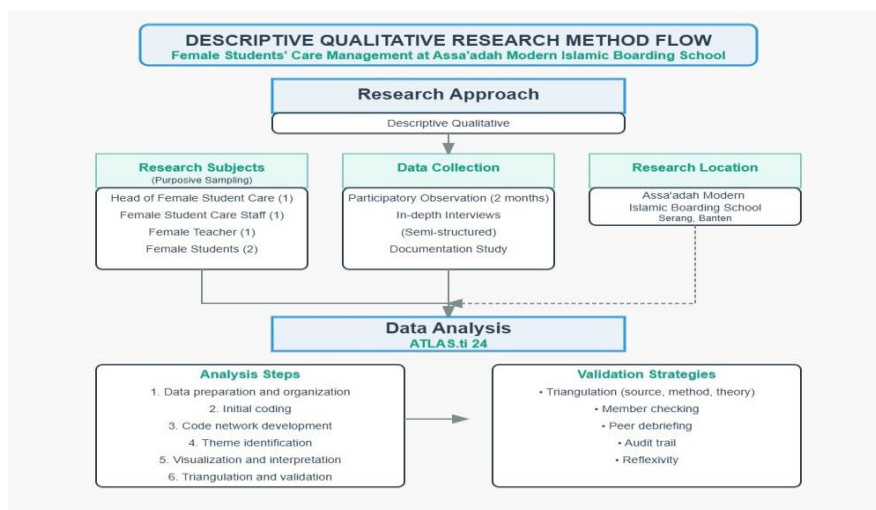


Figure 1. The Flow of Descriptive Qualitative Research Methods in Analyzing the Management of Female Boarding School Students

The data collection techniques employed in this study included in-depth interviews, participatory observation, and documentation. The data collection process adhered to the protocol delineated in Figure 1, which encompassed three primary techniques and data analysis methodologies employed by researchers :

During the observation stage, researchers conducted participatory observation for a period of two months, from February to April of 2025, at the Assa'adah Modern Islamic Boarding School. Researchers participated directly in the daily activities at the boarding school to comprehend the implementation regulations in a natural context.

Five informants were interviewed at the Assa'adah Modern Islamic Boarding School. The head of the girls' care unit was the main policy maker, the girls' care unit was the operational implementer, the female teacher was the educator and mentor, and two female students were subjects who directly experienced the implementation of the regulations. The interviews employed a semi-structured approach, which permitted flexibility in exploring the experiences and perspectives of the informants.

A comprehensive documentation process was undertaken, encompassing pivotal documents pertinent to the administration of female boarding school students. This documentation included the following: the regulations governing the lives of female students, meeting minutes that addressed the evaluation and implementation strategies of these regulations, semesterly evaluation reports on the student care program, the organizational structure of student care, and documents related to character development programs for female students.

The data analysis in this study was conducted using a thematic analysis approach (Braun & Clarke, 2022), which focuses on identifying meaningful patterns in qualitative data. The analysis process was assisted by ATLAS.ti 24 software, which was used for data management, coding, and systematic visualization of theme networks. The following section delineates the stages of data analysis in meticulous detail. The following are the stages of analysis:

1. Data preparation and organization. The data obtained from interviews, observations, and documentation were transcribed in their entirety. Subsequently, all data were entered into ATLAS.ti 24 and grouped based on data type and informant source (caregivers, female religious teachers, and female students) to facilitate analysis.
2. Initial coding. The researcher meticulously reviewed all the data and then initiated the coding process for the significant sections that were pertinent to the research subject.
3. Development of a code network. After amassing the complete set of codes, researchers initiated the process of organizing the relationships among codes exhibiting relatedness.
4. Identification of themes. A comprehensive review of the existing literature reveals the emergence of predominant themes that elucidate how female students are cared for in Islamic boarding schools.
5. Visualization and interpretation. The themes that have been identified are then represented visually in the form of a diagram using the ATLAS.ti software. This visualization facilitates the identification of relationships between themes and the formulation of conclusions by researchers. The analysis results are then interpreted by linking the obtained data with educational management theory and the characteristics of modern boarding schools.
6. Triangulation and validation. To ensure that the analysis results accurately reflect the actual conditions in the field, researchers employ several validation strategies:
 - a. Triangulation, conducted by comparing data from various sources (caregivers, female students, female teachers), methods (interviews, observations, documentation), and relevant theories.
 - b. Member checking, conducted by reconfirming the findings with the informants to ensure that the meaning captured is in line with their intentions.
 - c. Peer debriefing, conducted by discussing with the supervising lecturer or other researchers to obtain critical input on the findings.

- d. Audit trail, compiled to systematically record the entire research process as evidence of transparency.
- e. Researcher reflection is also conducted to recognize the possibility of subjectivity influencing the data collection and analysis process.

The utilization of ATLAS.ti 24 facilitates researchers in the identification of patterns of relationships between aspects of management and the context of Islamic boarding schools and the responses of female students, thereby contributing to the development of a conceptual model of effective parenting management (Frieze et al., 2023). By employing this methodology, researchers can generate a comprehensive and in-depth depiction of the care of female students in implementing regulations at the Modern Islamic Boarding School.

FINDINGS AND DISCUSSION

Findings

The findings, which were obtained through a combination of research methods including two months of participatory observation, in-depth interviews with five informants, and documentation analysis at the Assa'adah Modern Islamic Boarding School in Serang, Banten, offer a comprehensive overview of the management of female students in implementing regulations. The data analysis was conducted using ATLAS.ti 24, and it was divided into six systematic operational stages to ensure the production of valid and reliable findings.

Operational Steps for Data Analysis with ATLAS.ti 24

1. Data Preparation and Organization

At this stage, the researcher organized all the raw data collected during the study at the Assa'adah Islamic Boarding School. The data from in-depth interviews with five informants (the head of the girls' care unit, the girls' care unit staff, the female teacher, and two female students) were transcribed verbatim and organized based on the source of the information to facilitate analysis.

Participatory observation data were collected over two months (February–April 2025) and documented in the form of field notes. These field notes recorded caregiving activities, interactions between caregivers and students, and the implementation of boarding school regulations. The observation notes were subsequently categorized based on management functions (planning, organizing, implementing, evaluating) by the research focus.

A variety of documents were converted into digital format, including the regulations manual of the boarding school, the childcare meeting notes, program evaluation reports, and the childcare organizational structure. All data were subsequently imported into ATLAS.ti 24 as primary documents, comprising interview transcripts, observation notes, and official boarding school documentation.

2. Initial Coding

The initial coding process commenced with an exhaustive review of all data to ascertain the context and meaning of each text segment about the management of female boarding school students. The researcher employed a coding approach that preserved the informants' original language and captured the essence of management activities.

A preliminary analysis of interview transcripts with the head of female student care, the female student care department, the ustadzah, and female students yielded initial codes that were subsequently grouped based on four primary functions of management. In the planning phase, the following codes emerged: problem identification, rule formulation, program development, collaboration, and deliberative meetings. According to informants, educational programs such as Bimta and halaqah wali asuh are designed with the specific objectives of cultivating female students' character and instilling in them a sense of discipline.

In terms of organizational functions, the codes provided cover organizational structure, division of tasks, OSPM involvement, and provision of supporting facilities. This indicates a clear division of roles and synergy between the various aspects of care. In terms of implementation, codes such as guidance, program implementation, motivation, and role modeling emerged. Informants describe that caregivers not only provide instructions but also serve as role models in the daily lives of female students. In terms of evaluation, the codes identified include routine evaluation, periodic evaluation implementation, logical consequences, and awarding of recognition. Evaluation is conducted in a phased manner and serves as a tool to develop disciplined behavior and responsibility.

The observation notes are systematically coded to encompass a range of activities, including "daily tanko reading," "OSPM supervision," and "language reinforcement program." Official documentation provides structural codes such as "special care division" and "tiered reporting system."

3. Development of a Code Network

At this stage, researchers employed the Network Views feature in ATLAS.ti 24 to establish relationships between the identified codes. Codes with conceptual relevance were grouped into thematic networks that described the functions of care management.

The initial network emphasizes the planning dimension, integrating the codes "identification of field problems," "formulation of rules," with "caregiving team discussions," "coordination with MMI," and "innovative programs." This network demonstrates that the planning process at Pondok Pesantren Assa'adah commences with the identification of empirical problems, which are addressed through participatory forums.

The second network explores the organizational structure that connects various nurturing divisions, ranging from discipline, language, and worship to memorization and mabikori divisions. This network underscores the efficacy of specialized tasks in facilitating comprehensive management of nurturing aspects.

The third network emphasizes an implementation approach that integrates "the example set by the ustadzah" with "emotional approach," "spiritual motivation," and "intensive mentoring." The fourth network proposes an evaluation system that integrates "daily OSPM supervision" with "weekly evaluations," "monthly meetings," and "semester evaluations".

4. Identification of Themes

A comprehensive investigation into the management of female students at the Assa'adah Modern Islamic Boarding School was conducted, and a thorough analysis of the code network revealed four predominant themes that reflect the characteristics of the management system in place. These themes are then examined in the context of the management functions employed by the institution:

Theme 1: entitled "Participatory and Responsive Planning" encompasses a planning approach that engages various stakeholders through deliberation, culminating in the development of programs that are responsive to the needs of female students. Notable examples of such programs include the Tahsin Guidance Program (Bimta) and Halaqah Wali asuh.

The second theme, "Structural Organization with Active Student Involvement," delineates a comprehensive organizational structure with clearly delineated roles and active involvement of OSPM as a mentoring partner.

The third theme, "Holistic Implementation with an Affective-Spiritual Approach," reflects an implementation strategy that emphasizes role modeling, an emotional-spiritual approach, and continuous mentoring.

The fourth theme, entitled "Sustained Evaluation with Corrective and Appreciative Mechanisms," proposes a tiered evaluation system that utilizes logical consequences for violations and acknowledges achievements.

5. Visualisation dan Interpretation

The Network Views feature in ATLAS.ti 24 was employed by researchers to create visualizations that illustrate the dynamics of female student care management. The visualizations elucidate the relationships between themes and demonstrate the interrelatedness of management functions within the care system.

The visualizations demonstrate that participatory planning serves as the foundational element that exerts a significant influence on the structural organization. This, in turn, determines the effectiveness of holistic implementation, a process that is subject to continuous evaluation and feedback mechanisms, which are integrated into the system to facilitate ongoing refinement and enhancement.

The analysis indicates that role modeling constitutes a pivotal strategy within the parenting approach, while the involvement of OSPM significantly enhances the effectiveness of the monitoring and evaluation system.

6. Visualization and Interpretation

To ensure the credibility and trustworthiness of the research findings, the researcher triangulated the data by comparing perspectives from various informant sources. The data from the head of the girls' care unit regarding participatory planning was confirmed by documentation from care meetings and reinforced by direct observation.

A member checking procedure was implemented, entailing the presentation of preliminary findings to informants. This approach was adopted to ascertain the veracity of the researcher's interpretations and ensure the accuracy of the research findings. Peer debriefing was conducted by the supervising lecturer to review the analysis process and interpretation of findings.

The audit trail was systematically compiled in ATLAS.ti 24 by documenting each step of the researcher's analysis and decisions in coding. The researcher's reflections were utilized to mitigate the impact of personal assumptions on data interpretation.

The ATLAS.ti software facilitated the analysis of the data, producing a network diagram that illustrated the relationships between management functions and parenting practices observed in the field.

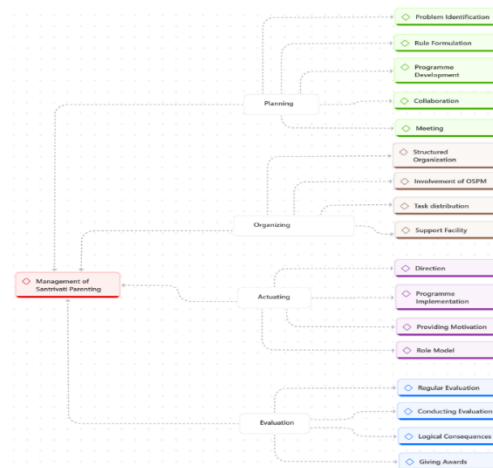


Figure 2. Informant Results Related to the Management of Female Boarding School Students in Implementing Regulations

Sumber: Output Atlas.ti 24

Figure 2 demonstrates that the Assa'adah Modern Islamic Boarding School's management strategy for female students' care, implemented in Serang, Banten, has the potential to influence students' adherence to rules and discipline, thereby contributing to the development of their character. This approach aligns with the fundamental functions of management, which encompass planning, organizing, implementing, and evaluating.

Key Findings of Female Boarding School Student Management

A rigorous analysis employing the software program ATLAS.ti 24 revealed that the implementation of care management has been systematically executed through four primary management functions: planning, organizing, implementing, and evaluating. Each management function possesses specific characteristics and strategies that are adapted to the needs of female students and the conditions of modern boarding schools. The data obtained suggest that innovation and adaptation in each stage of care management are associated with achieving the optimal goals of character development and discipline among female students. The ensuing discourse is predicated on the codes from each management function depicted in Figure 2.

Table 1. Management of Female Boarding School Students in Implementing Regulations at Assa'adah Islamic Boarding School, Serang, Banten

Planning	Organization	Implementation	Evaluation
1. Identify problems through field observation	1. Organizational structure with a head of childcare	1. Briefing for OSPM administrators and guardians	1. Daily supervision by OSPM
2. Develop rules through discussions with the care team, MMI, and teachers	2. Divisions: discipline, language, worship, hygiene, water, lighting, and infrastructure	2. Socialization of rules through reading tanko	2. Regular reports to the head of childcare
3. Tahsin Guidance Program (Bimta) for Al-Qur'an skills	3. Divisions: kitchen, library, extracurricular activities, arts, and sports	3. Direct assistance in all activities	3. Weekly evaluations in halaqoh forums
4. Halaqah wali asuh for emotional support	4. Dormitory guardians, tahfidz, and mabikori	4. Monitoring of learning activities, worship, and program development	4. Interdepartmental meetings to discuss issues
5. Language enhancement program as a priority	5. Involvement of OSPM as a care partner	5. Activity schedule: daily, weekly, monthly, and semesterly	5. Monthly evaluations of all divisions
6. Coordination with OSPM and other units	6. Task distribution based on competence and location	6. Weekly guardian meetings	6. Semester evaluations with awards
7. Regular communication with student guardians	7. Provision of supporting facilities (computers, Wi-Fi)	7. Motivation and emotional-spiritual approach	7. Logical consequences for violations
8. Flexibility in adjusting activity schedules	8. Structured coordination between divisions	8. Leadership by example from teachers and guardians	8. Intensive approach for repeated violations
9. Program planning meetings			9. Calling parents if necessary
			10. Giving appreciation for good performance

Planning for the Management of Female Boarding School Students

The results of the study indicate that the planning stage of student care management at the Assa'adah Modern Islamic Boarding School commences with the identification of various issues that arise in the boarding school environment through systematic field observations. The care team meticulously observes issues such as student discipline, social behavior, and challenges in reading the Qur'an.

The formulation of these rules was informed by the observations and recommendations of the consultative forum, which included the care team, the Majelis Masyayik dan Ijtimaiyah (MMI), and the ustadz and ustadzah. This collaborative approach aimed to ensure the legitimacy and inclusivity of the decision-making process.

The care programs were conceived as innovations to address identified needs, including the Tahsin Guidance Program (Bimta) to improve Quran reading skills, guardian support groups to provide emotional and spiritual support to female students, and Arabic and English language enhancement programs, as the boarding school's strengths. The planning process entails a collaborative effort with the Modern Boarding School Students Organization (OSPM) and other units, ensuring the seamless integration of program components.

Organization of Management of Female Boarding School Students

The results of the study indicate that the management of female boarding school students has been structured through the establishment of an organizational structure led by the head of the boarding school department. The organizational structure comprises various divisions with specific responsibilities, including the discipline division, language division, religious affairs division, cleanliness division, water management division, lighting and infrastructure division, kitchen division, library division, extracurricular activities division, arts division, sports division, dormitory guardianship division, memorization division, and mabikori division.

The involvement of OSPM as a student organization is a distinctive feature of the organizational structure, wherein they function as care partners, overseeing and implementing various development programs. The distribution of tasks is determined by the competencies of each committee member and takes into account geographical factors to ensure the effectiveness of supervision and development. The boarding school also provides supporting facilities such as computers and Wi-Fi networks to support organizational activities, although their use remains under strict supervision.

Implementation of Management of Female Boarding School Students

The findings indicate that the management of female students is executed through an intensive and structured approach, incorporating a variety of adaptive strategies. The implementation process commences with guidance from the care department to OSPM administrators and guardians, to align perceptions and ensure a comprehensive understanding of each party's duties and responsibilities.

A distinctive feature of the program is its motivational and emotional-spiritual approach, in which guardians act as parents, guiding with a warm and attentive approach. The exemplary conduct of the teaching staff and residential monitors is exhibited daily, serving as tangible role models for the students.

The program is implemented in four time frames: daily, weekly, monthly, and semester-based, with activities tailored to each period. The regulations of the boarding school are disseminated through the reading of the tanko, with the assistance of the OSPM. The following measures are employed to ensure compliance with these regulations: regular monitoring of academic and religious activities, weekly guardian meetings for character development, monthly cross-departmental evaluations, and special recognition for outstanding female students.

Evaluation of Management of Female Boarding School Students

The research results indicate that the evaluation of the management of female boarding school students is conducted in a tiered and continuous manner through various comprehensive mechanisms. The OSPM is responsible for daily supervision, progress monitoring, and regular reporting to the head of the boarding school department. These reports serve as the foundation for the weekly evaluations.

The halaqoh forum functions as a platform for weekly evaluations, wherein program implementation and various dynamics occurring on the ground are discussed. These dynamics involve administrators, teachers, and guardians, who collectively seek solutions. Monthly, evaluations are conducted comprehensively, engaging all divisions to assess the effectiveness of the program during the previous month. These evaluations entail a discussion of the challenges encountered and a collective determination of solutions.

Semester evaluations serve a dual purpose: they reflect the program and they provide an opportunity to recognize outstanding students and design new strategies. In the event of a violation, a logical consequence system is implemented for students, entailing educational sanctions such as additional tasks, memorization, or the use of specific attire as a reminder. In the event of repeated violations, an intensive approach is implemented, which includes parental involvement. Conversely, students who demonstrate exemplary behavior and outstanding achievements are recognized as a form of positive reinforcement.

Discussion

A close examination of the extant research reveals that the management planning for female students at the Modern Assa'adah Islamic Boarding School is carried out in a participatory and responsive manner to actual needs. This approach aligns with planning theories that emphasize the importance of problem identification as the initial step in an effective management process. (Suherman et al., 2024 ; Udin et al., 2024). The notion of planning that engages various stakeholders

through deliberation aligns with the tenets of participatory management, which prioritize the principles of legitimacy and the involvement of all relevant parties in the decision-making process (Yevtushenko, 2023).

Comparison with other studies reveals a degree of consistency with the findings of Turridho & Yulia (2023), who identified that structured parenting plans in line with management functions can shape the character of female students. However, this study reveals a specific innovation in the form of the Bimen Tahsin (Bimta) foster parent program, which was not found in previous studies. The flexibility of planning, which allows for adjustments to activity schedules, also demonstrates adaptive characteristics that differ from the more rigid planning approaches in previous studies.

The researcher's personal opinion suggests that participatory planning in the context of modern Islamic boarding schools requires a balance between the traditional authority of the kyai and the democratic participation of administrators and students. The planning model implemented at the Assa'adah Islamic Boarding School effectively integrates traditional Islamic boarding school values with modern management principles, thereby creating a unique synthesis between charismatic leadership and rational management.

The organizational structure found reflects the application of the principles of division of labor and functional specialization in line with modern organizational theory. This concept is consistent with the perspective of a healthy organization, which is characterized by proportional division of labor and effective interdepartmental coordination (Rahman et al., 2024; Romzi et al., 2024). The involvement of OSPM as a mentoring partner exemplifies the implementation of the concept of organizational partnership, thereby facilitating the development of leadership and responsibility among the santri population (Wardhana, 2024).

A comparison with the research by Januardi & Aiman (2025) reveals parallels in the strategies employed to enhance care management through organizational restructuring and the active involvement of various components. The present study lends further support to these findings by offering a concrete illustration of a comprehensive divisional structure, encompassing spiritual aspects (ubudiyah, tahfidz) and physical aspects (cleanliness, facilities, and infrastructure). However, the present study unveils an additional dimension, namely, task distribution based on geographical location, a previously unexplored aspect in the field.

A counterargument that has been posited is that an overly complex organizational structure, replete with numerous divisions, possesses the potential to engender bureaucracy, which can

impede the flexibility and responsiveness of care. Researchers posit that the effectiveness of an organizational structure is not solely determined by the completeness of its divisions, but also by the quality of coordination and communication between divisions. The efficacy of the organizational structure at Pondok Pesantren Assa'adah is attributable to its capacity to engender synergy among divisions through the implementation of a structured reporting system and the convening of regular meetings.

An implementation approach that emphasizes exemplary behavior, motivation, and an emotional-spiritual approach is in line with transformational leadership theory, which emphasizes the importance of guidance and motivation in achieving organizational goals (Al Mazroui Sajjad et al., 2023; Muid & Arifin, 2023). The implementation concept, which includes guidance, mentoring, and motivation, reflects the actuating function in management aimed at mobilizing all organizational members to achieve common goals (Niswah & Setiawan, 2021).

A comparison with Cita (2025) research indicates a consistency in the significance of emotional and spiritual approaches in the implementation of parenting management. The present study lends further support to these findings by offering empirical evidence of the efficacy of a tiered time pattern (daily, weekly, monthly, semester) in program implementation. However, this study reveals an innovation in the form of socializing rules through tanko readings involving OSPM, which demonstrates the adaptation of traditional pesantren methods with a modern management approach.

The researcher's personal opinion suggests that the implementation of care management in the context of modern Islamic boarding schools requires a balance between authoritative and democratic approaches. The exemplary conduct exhibited by female teachers and guardians functions not only as a paradigm of behavior but also as a manifestation of Islamic values that are to be instilled. The researcher posits that the efficacy of implementation cannot be solely ascribed to the extent of students' adherence to established regulations. Instead, the internalization of values that foster intrinsic compliance serves as an equally significant metric.

The tiered evaluation system in place is indicative of the implementation of comprehensive evaluation principles, encompassing continuous formative and summative evaluations. This approach aligns with the concept of evaluation in educational management, which underscores the significance of continuous assessment to ensure the attainment of objectives (Nasir, 2022; Sisimwo et al., 2024). The notion of logical consequences as a substitute for sanctions exemplifies the

implementation of the principle of restorative justice, which prioritizes learning over retribution.

A comparison with previous studies demonstrates consistency with findings regarding the importance of routine evaluation in the development of santri. However, this study contributes new insights in the form of a tiered evaluation model involving multiple stakeholders. This study contributes to the extant literature on evaluation in the context of pesantren by unveiling evaluation mechanisms that are not only top-down from administrators to santri but also involve peer evaluation through OSPM.

The researcher's perspective underscores the notion that the evaluation process within the context of boarding school management must be inherently intertwined with facets of character development and spirituality. The system of rewards for achievements and logical consequences for violations reflects the principles of reinforcement theory integrated with Islamic values. The researcher posits that the efficacy of evaluation extends beyond the capacity to discern issues and enforce disciplinary measures. It is also contingent on fostering a culture of introspection and perpetual enhancement among female students.

The research findings indicate that the management of female students at the Assa'adah Modern Islamic Boarding School has successfully integrated modern management principles with traditional Islamic boarding school values. The model under scrutiny has been found to incorporate classical management functions, including planning, organizing, implementing, and evaluating. However, it has also been observed that these functions are adapted to align with the distinctive characteristics of the boarding school as an Islamic educational institution that places significant emphasis on character development and spirituality.

A comparison with previous studies indicates that this study contributes a more comprehensive and contextual care management model. Innovations such as the Bimta program, halaqah wali asuh, and tanko socialization exemplify the creativity of Islamic boarding schools in developing care strategies that are responsive to the needs of modern female students without compromising their identity as Islamic boarding schools.

The researcher's critical reflection indicates that the success of female student care management is not solely determined by the completeness of structures and procedures but also by the quality of interpersonal relationships between caregivers and female students. An approach that emphasizes role modeling, motivation, and emotional closeness has proven to be more effective in shaping character than relying solely on rules and sanctions. This finding suggests that the

management of boarding schools necessitates a synthesis of managerial competence and spiritual wisdom, which are distinctive characteristics of boarding schools as Islamic educational institutions.

CONCLUSION

The research findings indicate that the management of female boarding school students in implementing regulations at the Modern Assa'adah Islamic Boarding School in Serang, Banten, has been carried out systematically and structurally through the implementation of the four main management functions: planning, organizing, executing, and evaluating. The planning process is conducted in a participatory manner through consultation forums, leading to the development of innovative programs such as Tahsin Guidance (Bimta), guardian circles, and language enhancement programs that address the specific needs of female students. The organization exhibits a thorough structure, marked by distinct responsibilities and the proactive engagement of the OSPM as a care partner. The implementation of this model emphasizes a model-based approach, motivation, and emotional-spiritual closeness with a phased schedule. Evaluation is conducted continuously through daily monitoring, weekly, monthly, and semester evaluations, applying logical consequences, and providing educational and motivational rewards. The present study demonstrates that the management of female students at the Assa'adah Modern Islamic Boarding School has effectively integrated modern management principles with traditional Islamic boarding school values, thereby creating an adaptive, responsive, and effective management model for shaping the character and discipline of female students. The efficacy of boarding school administration is contingent not solely on the thoroughness of management frameworks and protocols, but also on the caliber of interpersonal connections cultivated between educators and female students. These bonds are forged through an educational paradigm that underscores leadership, motivation, and emotional intimacy. The model identified contributes a more comprehensive and contextual approach to boarding school management, with innovations that can serve as a reference for other modern boarding schools in developing care strategies tailored to the needs of contemporary female students without compromising the boarding school's identity. This demonstration shows that in the context of boarding schools, care management requires a synthesis between managerial competence and spiritual wisdom, which are the unique characteristics of boarding schools as holistic Islamic educational institutions.

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