

## Boarding School Management in Developing the Character of Students of the Al-Ihmy Al-Qur'an Tahfidz House Foundation in Medan

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**Abstract:** This research is motivated by the problem of moral decadence which is a strategic issue, therefore it needs to be addressed based on precise and accurate data. The purpose of this research is to analyze and describe (1) planning (2) implementation (3) supervision (4) evaluation of boarding school management in developing the character of students at the Al-Ihmy Medan Al-Qur'an Tahfidz House Foundation. This research method uses a qualitative approach. Data sources come from informants (caregivers/ustadz, and students), observations and documents. Data collection techniques use interviews, observations and documentation. Data testing techniques use triangulation techniques. Data analysis techniques use the stages of data reduction, presentation and verification. Research shows that the character education services provided by the Al-Ihmy Medan Al-Qur'an Tahfidz House Foundation are integrated into both classroom and extracurricular activities. All policies are planned by the school and the Islamic boarding school. The integrated character education planning process between the school curriculum and the Islamic boarding school program involves establishing a character development team, consisting of a supervising religious teacher. Scheduling and character-building programs are implemented through collaboration between all members of the boarding school. Implementation is integrated into every student activity. Supervision is aimed at enforcing student disciplinary rules.

**Keyword :** Management, boarding school, character education

**Abstrak:** Penelitian ini dilatarbelakangi oleh masalah dekadensi moral yang merupakan persoalan strategis, untuk itu perlu ditangani berdasarkan data yang tepat dan akurat. Tujuan penelitian ini adalah untuk menganalisis dan mendeskripsikan (1) perencanaan (2) pelaksanaan (3) pengawasan (4) Evaluasi manajemen boarding school dalam pengembangan karakter Santri Yayasan Rumah Tahfidz Al-Qur'an Al-Ihmy Medan. Metode penelitian ini menggunakan pendekatan kualitatif. Sumber data berasal dari informan (pengasuh/ustadz, dan santri, observasi dan dokumen. Teknik pengumpulan data dengan menggunakan wawancara, observasi dan dokumentasi. Teknik pengujian data dengan teknik triangulasi. Teknik analisis data menggunakan tahapan reduksi data, penyajian dan verifikasi. Penelitian menunjukkan bahwa layanan pendidikan karakter Santri Yayasan Rumah Tahfidz Al-Qur'an Al-Ihmy Medan yang terintegrasi dalam kegiatan santri di kelas dan di luar kelas. Semua kebijakan direncanakan oleh sekolah dan pondok. Perencanaan pendidikan karakter secara terpadu antara kurikulum sekolah dan

*program pondok dengan menetapkan tim pelaksana pembentukan karakter yaitu ustadz pembimbing. Penentuan jadwal dan penentuan program pembentukan karakter diwujudkan dalam bentuk kerjasama semua warga pondok. Pelaksanaan terintegrasi dalam setiap kegiatan santri. Pengawasan ditujukan pada penerapan aturan disiplin santri.*

*Kata kunci : Manajemen, boarding school, pendidikan karakter*

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## **Introduction**

Management is a fundamental element in the success of an organization, including educational institutions (Basri et al., 2024; Azizah et al., 2025). According to Budi Prabowo et al, (2024) management is a process that includes planning, organizing, and controlling to achieve organizational goals effectively and efficiently through the utilization of available resources. In line with this, George R. Terry emphasized that management includes the integrated functions of planning, organizing, motivating, and controlling (Rifaldi Dwi Syahputra & Nuri Aslami, 2023). In the context of education, management not only functions as an administrative tool, but also as a strategy to improve the quality of learning and shape the character of students optimally (Ihsan Khairan & Silfia Hanani, 2024).

Character education is a strategic issue in human resource development, especially in facing the challenges of globalization and the moral crisis of the younger generation (Hasan, 2024; Hasan et al., 2025; Hasan Basri & Hilman Rizki Hasibuan, 2024). Lickona emphasized that character education aims to form individuals who are not only intellectually intelligent, but also have morality, responsibility, and integrity (Asri Darwanti et al., 2025). From an Islamic educational perspective, character formation (morals) is the main objective that is integrated into the entire learning process (Amsari Amsari & Nurhalima Tambunan, 2023). Therefore, Islamic educational institutions are required to be able to internalize Islamic values comprehensively in the daily lives of students.

One form of Islamic educational institution that plays a crucial role in character formation is a boarding school based on Quran memorization. The Al-Ihmy Medan Quran Memorization House Foundation (Rumah Tahfidz Al-Qur'an Al-Ihmy Medan) is an institution that integrates Quran memorization programs with character development for students through a boarding school system. This system allows for intensive development in cognitive, affective, and psychomotor aspects, as students are in a controlled environment 24/7.

In an effort to improve the quality of education and character development of students, the Al-Ihmy Medan Al-Qur'an Tahfidz House Foundation has

implemented structured boarding school management (Sri Lestari & Sunarto, 2023) states that effective educational management must involve thorough planning, systematic implementation, and continuous evaluation. This is reinforced by (Nur Rahman et al., 2023) which emphasizes the importance of integrated quality management in educational institutions to achieve optimal results. Thus, the success of a boarding school system is largely determined by the effectiveness of the management implemented.

However, in practice, the implementation of boarding school management at these institutions still faces various challenges that have not been fully addressed. Limited human resources and facilities are listed as the main inhibiting factors in the effective implementation of the development program, which has resulted in the uneven quality of educational services provided to students. (Nurdin et al., 2025). Based on initial observations, approximately 40–55% of the development programs have not been implemented according to established plans, particularly for activities requiring intensive supervision. Furthermore, parental involvement in supporting educational programs remains relatively low, as evidenced by minimal participation in school communication forums (less than 50% attendance) and limited student learning support outside the Islamic boarding school environment (Topor et al., 2010). In fact, previous research shows that parental participation has a significant influence on the success of children's education, especially in character formation and discipline (Hanif Arsyad et al., 2024). On the other hand, the program monitoring and evaluation mechanisms are not yet fully based on measurable performance indicators, so that institutions experience difficulties in conducting objective and sustainable evaluations.

Another crucial issue is the low level of discipline among some students. Preliminary data shows that approximately 30–45% of students are still experiencing delays in submitting memorization materials, while approximately 25–35% are inconsistent in attending congregational prayers on time. Furthermore, it was found that more than 40% of students exhibit weak self-control when not under the direct supervision of teachers or musyriks. This situation indicates a gap between the planning of the development program and its implementation in the field. The impact not only hinders the effectiveness of the learning process but also impacts the quality of memorization, both in terms of muroja'ah and ziyadah, and weakens the internalization of character values. Therefore, a more systematic, measurable managerial strategy is needed, oriented toward continuously improving student discipline and responsibility.

Furthermore, initial identification results also revealed challenges in communication and coordination among educators, particularly between teachers and musyrik (religious leaders). Approximately 30% of development activities were

reported to be inconsistent in their implementation due to differing understandings and a lack of coordination. This inconsistency has impacted the overall effectiveness of the program. Furthermore, weak consistency in enforcing regulations also impacts student compliance, as evidenced by the persistently high rate of minor to moderate violations (around 35%). Intervention by some parents, inconsistent with institutional policy, also complicates the process of fostering student discipline. Therefore, this situation emphasizes that boarding school management requires a more integrated coordination system, based on collaboration between stakeholders, supported by firm, consistent, and data-driven policies to achieve optimal educational goals.

Conceptually, boarding schools are an educational system that offers holistic learning through the integration of academic activities and boarding school life. This system allows for intensive character development through habituation and role models. In Indonesia, the boarding school model developed as an adaptation of the Islamic boarding school system combined with modern educational approaches (Rizkiani, 2012; Septilinda et al., 2017). Thus, boarding schools have great potential in producing a generation with strong character, independence, and high competitiveness.

Based on the above description, it can be concluded that boarding school management plays a strategic role in developing the character of students. However, various problems that arise indicate a gap between the ideal concept and actual practice. Therefore, this research is crucial to analyze the implementation of boarding school management in developing the character of students at the Al-Ihmy Al-Qur'an Tahfidz House Foundation in Medan, identify the obstacles encountered, and formulate appropriate solutions. The results of this study are expected to provide theoretical and practical contributions to the development of more effective and sustainable Islamic education management.

## **Methods**

This study uses a qualitative approach with a descriptive research type. The choice of a qualitative descriptive design is based on the research objective, which focuses on systematically and in-depth descriptions of the implementation of boarding school management in developing the character of students, without conducting in-depth exploration of subjective meanings as in a phenomenological approach, or intensive, single-case study as in a case study. Thus, a qualitative descriptive approach is considered the most relevant for providing a comprehensive picture of the managerial process and dynamics of character development in a tahfidz boarding school environment. As explained by Bogdan and Taylor in Lexy J. Moleong, a qualitative approach is a research procedure that produces descriptive

data in the form of written or spoken words from people and observed behavior (Sugiyono, 2020).

This research was conducted at the Al-Ihmy Al-Qur'an Tahfidz House Foundation in Medan, located at the Jip II Complex, Block C No. 61 Permai Indah II, Medan Johor, from November 4 to December 7, 2025. The research subjects were determined using a purposive sampling technique, namely the deliberate selection of informants based on certain considerations relevant to the research objectives. The informants consisted of the head of the foundation, the supervising ustadz, the musyrif, and 12 students (ikhwan) who were selected based on the following criteria: (1) actively participating in the boarding school program, (2) being involved in character building activities, and (3) being able to provide information that was in line with the research focus. This technique was used to ensure that the data obtained was in-depth and in line with the analysis needs.

The data sources in this study consist of primary and secondary data. Primary data was obtained directly from informants through interviews and field observations. Meanwhile, secondary data was obtained from various supporting documents such as books, scientific journals, institutional archives, and official documents related to management and development programs at boarding schools.

Data collection techniques included participant observation, in-depth interviews, and documentation studies. Observations were conducted to obtain a concrete picture of student activities, guidance patterns, and management implementation within the boarding school environment. In-depth interviews were conducted with all informants to obtain comprehensive information regarding the planning, implementation, and evaluation of the character development program. Documentation studies were used to examine various documents, such as the institution's vision and mission, program activities, evaluation reports, and policies that support the research data.

Data validity was tested using source and technical triangulation techniques, comparing data obtained from various informants and using various data collection methods. Furthermore, researchers conducted member checks, reconfirming interview results with informants to ensure they align with the actual facts. This step aims to increase the credibility and validity of the research findings.

Data analysis was conducted interactively using the Miles and Huberman model, which includes data condensation, data presentation, and conclusion drawing and verification. The analysis process was conducted continuously from the data collection stage to the end of the study, resulting in systematic, valid, and scientifically accountable findings (Hardani, 2020).

## **Results And Discussion**

### **Results**

### **Boarding School Management Planning in Student Development**

Based on information from informants, it can be explained that in planning character development activities at the Al-Ihmy Al-Qur'an Tahfidz House Foundation in Medan, the management plans to establish material through a boarding school program. As conveyed by Ustadz Muhammad Ismail Sangkuten Lubis:

*"The students' schedule is very busy, starting with waking up in the middle of the night for prayers, memorization classes, and other memorization activities in the afternoon. After Maghrib prayers, they recite the Quran, then pray Isha, have dinner, and study together. All of these activities aim to build character and increase the students' knowledge." (Sangkuten, 11/25/2025).*

Based on the results of observations conducted by researchers on the routine schedule of student activities carried out in accordance with the schedule, namely: carrying out dawn prayers in congregation at the mosque, students are woken up at 04:30, after that at 05:30 - 07:00 students carry out ziyadah activities, namely adding memorization. At 07:00 - 08:00 is the time for students to have breakfast, after breakfast the students return to do muroja'ah within 10:00 - 12:00 and after that the students are given time to rest and after that carry out zuhur, asyar until isya prayers in congregation at the mosque.

Furthermore, interviews with several students also showed that the program designed by the institution has been directly felt in their daily lives. One student stated:

*"We do have a pretty tight schedule, but that has taught us discipline, especially in managing our time between memorization, worship, and rest." (Santri A, 11/27/2025).*

Another student also added:

*"Programs such as congregational prayers and reciting the Koran together really help us to focus more on memorizing the Al-Qur'an and also improve our morals. Sometimes we feel tired because of the many activities, but we feel helped because there are ustadz and musyrif who always guide and remind us (Santri B, 11/28/2025).*

These findings demonstrate that program planning is not merely normative but also has a significant impact on the development of students' habits and character. The researchers' observations further corroborated this finding by Ustadz Muhammad Ismail Sangkuten Lubis:

*"The development of the character of students is the main key in forming a generation that is faithful, knowledgeable, and has noble morals. Therefore, we have several plans to improve the quality of the character of students at the Al-Ihmy Al-Qur'an Tahfidz House Foundation in Medan. We will implement*

*daily habituation programs such as congregational prayer, Al-Qur'an recitation, and other religious activities to improve the spirituality of students. Provide extracurricular activities such as sports. We will carry out moral development through lectures, discussions, and role-playing to increase students' awareness of the importance of noble morals. And ensure that students receive maximum support and supervision in character development."* (Sangkuten, 11/25/2025).

As a mentor, Ustadz Muhammad Ismail Sangkuten Lubis plays a crucial role in improving the quality of Quran memorization and developing the character of his students. With a strong commitment, he provides significant guidance and support in the implementation of the boarding school, including opportunities for students to memorize, learn Tahsin (recitation of the Koran), and learn Qiro'ah (recitation of the Koran). He also emphasizes the importance of developing Islamic character based on the Quran and Hadith, as well as fostering strong character and noble morals. Thus, it is hoped that students can develop their potential and become individuals with faith, noble morals, and responsibility.

*"Character education is highly emphasized at this foundation, with various routine activities that can help students develop their abilities and character. With some of the above activities, including extracurricular activities such as futsal and soccer, students have a lot of time to spend studying as well. In addition, competition activities at various levels also help increase students' confidence and abilities, such as musabaqah. In each activity, we often send several students who meet the criteria for the competition system. In addition, religious activities such as the five daily prayers at the mosque are also highly emphasized."* (Sangkuten, 11/26/2025).

Based on the above explanation, the author concludes that the boarding school system at the Al-Ihmy Al-Qur'an Tahfidz House Foundation in Medan is designed to provide a holistic and integrated learning experience, enabling students to develop their potential and achieve a balance in religious knowledge. With the support of supervising ustadz and musyrif (religious advisors), students can carry out routine activities effectively and efficiently.

### **Evaluation of Boarding School management in developing the character of students at the Al-Ihmy Medan Al-Qur'an Tahfidz House Foundation**

Evaluation was carried out for the development of the character of the students of the Al-Ihmy Medan Al-Qur'an Tahfidz House Foundation with the Boarding School management system by analyzing several aspects, such as ensuring the supervision and guidance system for students and the quality of the supervising ustadz teachers, ensuring that the facilities and environment of the dormitory are well met and that periodic improvements are needed as well as the involvement of

parents and the community in supporting the development of the students' character.

He explained that:

*"These weekly and monthly evaluations allow the supervising ustadz and musyrif to monitor the progress of the students and identify areas for improvement. Through regular internal meetings, the musyrif and supervising ustadz can share information and collaborate to improve the quality of the dormitory and support the students' development." "The supervising ustadz and musyrif work together to ensure the smooth running of dormitory activities and that the students develop discipline and responsibility. The supervising ustadz monitors and directs the musyrif to achieve the dormitory's goals, thus creating an environment that supports the students' development, thus allowing for more effective supervision and guidance."* (Sangkuten, 11/26/2025).

The evaluation of the character development of students at the Al-Ihmy Al-Qur'an Tahfidz House Foundation in Medan also involved an analysis of implemented programs, such as religious, social, and sports activities. The evaluation also gathered feedback from students, parents, and teachers to determine the strengths and weaknesses of the boarding school program.

*"I personally conduct evaluations in several ways, including direct observation by observing the behavior and daily activities of students in the dormitory and in class while memorizing. I will also receive reports from the musyrif on the students' progress, which we will then discuss in evaluation meetings with the musyrif to discuss the students' progress. The results of these meetings will be used as a basis for periodic improvement evaluations, so that we can identify areas that need improvement and make the necessary changes to improve the quality of education and student development. We will also analyze the results of student development after the evaluation, to ensure that students have achieved the goals that have been set and made significant progress in their self-development. Thus, we can ensure that the evaluation process we carry out is not only effective, but also sustainable and results-oriented, so that we can provide the best education and development for students "*. (Sangkuten, 11/26/2025).

Evaluation of the learning levels of students at the Al-Ihmy Medan Al-Qur'an Tahfidz House Foundation is conducted directly during and after the program, to address issues early and prevent program weaknesses. Additionally, written assessments are conducted, and the results are communicated to parents through direct communication between the supervising teacher and the parents, providing parents with a more comprehensive view of their child's memorization progress and character.

This way, we can ensure that our evaluation process is not only effective, but also transparent and results-oriented, enabling us to provide the best education and development for our students. We can also increase parental and community trust in our institution, as we continually strive to improve the quality of education and student development.

By conducting a comprehensive evaluation, the Al-Ihmy Medan Al-Qur'an Tahfidz House Foundation can identify strengths and weaknesses in the character development of students and make the necessary improvements to improve the quality of education and development of students.

## **Discussion**

### **Implementation of Boarding School management in developing the character of students at the Al-Ihmy Medan Al-Qur'an Tahfidz House Foundation**

The implementation of a structured activity schedule in the boarding school system positively contributes to improving students' discipline and readiness to carry out daily activities, such as memorizing the Quran, reciting tahsin (recitation), and reciting qira'ah (recitation). Systematic scheduling through daily rosters allows students to clearly understand the flow of activities, thus developing habits of discipline and responsibility. This aligns with the educational management theory proposed by (Aulia Zakiah et al, 2024) Good planning and organization will facilitate the effective implementation of educational programs. Furthermore, previous research has shown that structured time management in a boarding school environment can improve students' self-regulated learning, particularly in the context of boarding-based education (Nur Kasanah & Deri Wanto, 2024; Nahdliyah, 2023; Ya'cub et al., 2026).

However, findings also indicate that some students still violate rules, such as not following activity schedules or leaving the dormitory without permission. This phenomenon indicates that management implementation is not yet fully optimal, particularly in terms of supervision and internalization of disciplinary values. From the perspective of social control theory, deviant behavior such as rule violations can occur when external and internal controls are not operating in a balanced manner. Therefore, an approach is needed that is not only administrative but also addresses the individual student's awareness of complying with the rules.

The imposition of sanctions in the form of additional memorization for students who violate the rules is a form of reinforcement in behaviorist theory. This educational punishment not only aims to provide a deterrent effect but also remains within the framework of character development. This is relevant to Lickona's view, which emphasizes that character education must be carried out through habituation and consistent enforcement of rules (Ana Nur Aini et al., 2025). Thus, the

punishment given is not repressive, but rather constructive in developing responsibility and discipline in students.

Furthermore, the success of boarding school management is greatly influenced by the leadership role of the supervising ustadz. Findings indicate that the ustadz, particularly Ustadz Sangkuten Lubis, plays a strategic role in directing, guiding, and supervising the students' activities. In educational leadership theory, an effective leader is able to serve as a role model, motivator, and controller within an educational organization. This aligns with the opinion of (Senang, 2022) that strong leadership is the key to creating a culture of quality in educational institutions.

Furthermore, the principle of exemplary behavior (*uswah hasanah*) is a crucial factor in the successful development of students' character. In the context of Islamic education, exemplary behavior is not only a method but also the core of the educational process itself. When ustadz and musyrif demonstrate discipline, responsibility, and consistency, students are more likely to emulate and internalize these values. Previous research has also shown that an environment rich in exemplary behavior has a significant influence on the development of students' character.

On the other hand, coordination and communication between the supervising ustadz and the musyrif (leaders) are crucial aspects in implementing boarding school management. Findings indicate that effective communication can expedite the handling of violations and minimize misunderstandings in program implementation. This aligns with organizational management theory, which emphasizes that communication is a crucial element in ensuring smooth operations and sound decision-making (Azizah et al., 2023). A lack of communication can lead to delays in problem resolution and reduce the effectiveness of the guidance program.

Violation cases, such as students leaving the dormitory without permission, demonstrate the importance of a responsive and integrated monitoring system. The rapid response of the musyrif, who directly coordinated with the supervising ustadz, demonstrates the existence of a functioning control mechanism, although it still needs improvement. In educational management theory, monitoring (control) is a crucial function to ensure that activities are implemented according to established plans. With consistent oversight, the potential for violations can be minimized.

Overall, the findings of this study indicate that the implementation of boarding school management in developing the character of students has been quite successful, particularly in the planning and implementation aspects of activities. However, strengthening of supervision, communication, and internalization of

discipline values is still needed. This demonstrates that the success of character education is determined not only by a structured system, but also by the quality of interactions, role models, and consistency in implementing rules.

Thus, it can be concluded that effective boarding school management must integrate thorough planning, consistent implementation, strict supervision, and exemplary behavior from educators. This approach is expected to create an educational environment conducive to the holistic and sustainable character development of students.

### **Evaluation of Boarding School management in developing the character of students at the Al-Ihmy Medan Al-Qur'an Tahfidz House Foundation**

A comprehensive evaluation of boarding school management in developing the character of students at the Al-Ihmy Al-Quran Tahfidz House Foundation in Medan was conducted, taking into account various important aspects. The evaluation not only focused on program achievements but also included the availability of dormitory facilities, a conducive learning environment, and the development of the students' character and memorization skills. A comfortable and structured environment is a key contributing factor in creating an effective learning environment, particularly for Quran memorization, which requires intense concentration. Furthermore, evaluation results are used as a basis for identifying shortcomings and formulating future program improvements for greater optimization.

Based on interviews with the supervising ustadz, the evaluation was conducted through several stages, including direct observation of student activities, monitoring daily behavior, and collecting reports from the musyrif (supervisors). The data obtained was then discussed in a meeting forum to serve as a basis for reflection and decision-making. This evaluation pattern demonstrates a systematic and sustainable approach to managing the boarding school program. This is in line with the opinion that evaluation aims to understand the quality and impact of a program, while identifying existing strengths, weaknesses, opportunities and challenges (Basri, 2023). Thus, evaluation not only functions as a control tool, but also as a means of improving the quality of education.

Furthermore, researchers found that the active involvement of the supervising ustadz in the evaluation process was a crucial factor in ensuring the program's success. The ustadz not only provided administrative oversight but also directly participated by observing dormitory conditions, interacting with students, and ensuring the learning environment was running according to established objectives. This approach reflects the controlling function in educational management, where supervision is carried out directly and continuously to ensure

alignment between planning and implementation (Nur Rahman et al., 2023); (Sri Lestari & Sunarto, 2023)

Furthermore, evaluation also involves communication with the students' parents as part of strengthening collaboration between the institution and their families. The supervising ustadz periodically reports on the students' progress through long-distance communication, given that most students come from areas far from the boarding school. This parental involvement is a crucial aspect in supporting the success of character development, as Henderson and Berla (1994) noted that parental participation has a significant influence on a child's academic and character development. With intensive communication, parents can play a role in providing moral support and supervision outside the boarding environment.

Overall, the evaluation of boarding school management at the Al-Ihmy Al-Qur'an Tahfidz House Foundation in Medan demonstrates a fairly comprehensive and participatory approach. The evaluation is conducted continuously through observation, reporting, and joint reflection, involving various relevant parties. However, evaluation optimization can still be improved by strengthening the documentation system and developing more measurable assessment indicators. With systematic and ongoing evaluation, it is hoped that the quality of boarding school management in developing the character of students can continue to improve effectively and sustainably.

### **Conclusion**

Based on the research results and discussion, it can be concluded that the boarding school management at the Al-Ihmy Al-Qur'an Tahfidz House Foundation in Medan has been systematic and relatively effective in supporting the character development of its students. In terms of planning, the foundation has a clear direction through the formulation of a vision, mission, and objectives that serve as the basis for program development. This planning is implemented in the form of structured activities, both inside and outside the classroom, thus providing a clear framework for the continuous development of the students' character.

In terms of implementation, the boarding school program is implemented through routine, scheduled activities, such as ziyadah (Islamic study), muroja'ah (religious study), tahsin (religious study), and memorization (memorization). These activities are not only oriented towards improving religious academic abilities but also fostering discipline, responsibility, and independence in students. The role of the supervising ustadz (Islamic teacher) and the musyrif (leader) is crucial in directing, monitoring, and providing direct feedback to students. Furthermore, a structured monitoring system, including activity schedules and reporting mechanisms, supports effective control over student activities.

Furthermore, in terms of evaluation, boarding school management is carried out comprehensively, taking into account various components, such as the quality of guidance, the role of educators, dormitory facilities, and a conducive learning environment. Evaluation also involves communication with parents as part of strengthening collaboration in fostering the students' character. Evaluation results are used as a basis for continuous improvement to enhance the quality of the program. Therefore, the integration of planning, implementation, supervision, and evaluation is key to achieving optimal and sustainable student character development.

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