

**BOARDING SCHOOL MANAGEMENT  
IN THE ISLAMIC INTEGRATED JUNIOR HIGH SCHOOL (SMPIT)  
NURUL ISLAM TENGARAN SEMARANG REGENCY**

**MANUSCRIPT PUBLICATION**

**Submitted as a Partial Fulfillment of the Requirements  
for Getting Master Degree of Education  
in Educational Management Department**



**By:  
Joko Susilo  
NIM. Q. 100.100.130**

**GRADUATE SCHOOL  
MUHAMMADIYAH UNIVERSITY OF SURAKARTA  
2012**

**ACCEPTANCE**

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**Has been accepted and approved to be proposed to the thesis examination at  
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**CONSULTANT I**



Prof. Dr. Bambang Sumardjoko, M. Pd

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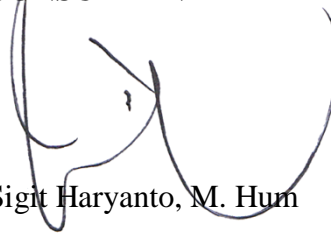
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**CONSULTANT II**

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**Drs. Sigit Haryanto, M. Hum**

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**Abstarct**

The aims of this research are (1) to describe the characteristics of the management of curriculum and learning in *SMPIT Nurul Islam Tengaran*, (2) to describe the characteristics of the management of the students in the *SMPIT Nurul Islam Tengaran*, and (3) to describe how the characteristics of the management of the hostel and the nurturing of students in boarding *SMPIT Nurul Islam Tengaran*.

The data of this qualitative descriptive research were collected by in-depth interview, documentation, and observation. The source of the data were teachers, students, and stuffs of that school. Data analysis of this research was done by organizing the data, outlines in units, doing the synthesis, compiling into a pattern, and making inferences.

The research results show (1) the management of curriculum and learning uses plus and integrated curriculum. Plus means adding various Islamic activities and paying attention to the kind of intelligence of the students based on the results of test MIR. Student's management is more effective by involving all the citizens of the school with an emphasis on morals and formation of character through the conditioning of the supervision and guidance of all the citizens of the school. (2) The management of the boarding school is efficient and clear when management of the school is separated in dormitory. Management of boarding school aims at improving services to students and is performed by local culture approach and the Islamic leadership principles. (3) The management of the hostel is carried out with full responsibility and compassion so that it can overcome the students difficulties, students learning and task of parenting model, discipline and religion.

Keywords: management, boarding school, Islamic integrated junior high school.

## **INTRODUCTION**

Indonesia is undergoing a prolonged moral crisis. The rise of cases is moral decadence such as corruption, violence, fighting between students, and the act of pornography. Almost every day, mass media issue criminal news done by the teenagers. It is hinted that there is a less precise with education in Indonesia. Our educational system seems unable to educate humans mature spiritually,

socially and intellectually. Our education has not been able to create men with high honesty, responsibility, and personality.

Our current state of education, especially Islamic education in a blurry portrait, and is experiencing a crisis. Efforts are made to respond to and mitigate them should be comprehensive, integral and solution-based, by consistently applying the basic values of Islam integrative, update them again (reorientation, reform, renewal, and restructuring) of the Islamic education system, do all continuous renewal efforts of the entire curriculum, defend and hold Islamic studies programs, developed a tradition of academic, cultural of science, and mental health among science, teachers and students, organized a program to improve teacher quality, develop various programs of scientific cooperation, to develop all the potential and power skills, ability, leadership and administrative skills, structural, financial and managerial, and conduct reconstruction and modernization of Islamic education infrastructure in line with the currents of modernity.

Currently, a boarding school has become one of the options the system of child's education. Nurkhamid (2008) research results states that the boarding school can improve the efficiency and effectiveness of education and install certain values which are not available on the public schools because of time limitations. Because the boarding school to integrate certain values on each subjects and apply the values of discipline, religious, and social awareness in daily life.

Education in boarding school was carried out thoroughly, and integrated learning for 24 hours, not separate as in regular education which only focus to academic in the classroom. Boarding school education in all aspects of residential load through the everyday activities of students, ranging from academic, religious, skills, and character construction. Boarding schools learning can form students become self-reliance, because of all the activities carried out by itself, such as Saomah (2006) research results. Education will be more directional and controlled motion because the space is limited, so that is able to reduce the bad influence from outside. But the boarding schools system of education also has

weaknesses, among the lack of ability of socialization of students with the wider community, and a lack of parents affection for a child to be apart from his parent.

Providence Islamic integrated junior high school (SMPIT) boarding school is an effort embodies the ideals of education, where there are three dimensions that want to achieve. The first is the Islamic dimension, namely the establishment of morals, thoughts, behaviors, and daily life based on the Islamic values. The second is the mastery of science and technology. And the third is the dimension of self-reliance and skills, provided through a wide range of extracurricular activities.

Based on the research background above, then the research is focused on the problem "What are the characteristics of the management the boarding schools in the Islamic integrated junior high school (SMPIT) *Nurul Islam Tengaran*?" The focus of research is then describes into three sub focuses: (a) What are the characteristics of the management of curriculum and learning in SMPIT *Nurul Islam Tengaran*? (b) What are the characteristics of the management of the students in the SMPIT *Nurul Islam Tengaran*? (c) What are the characteristics of the management of the boarding and the nurturing of students in boarding *SMPIT Nurul Islam Tengaran*?

The purposes of this study are as follow: (a) To describe the characteristics of the management of curriculum and learning in SMPIT *Nurul Islam Tengaran*. (b) To describe the characteristics of the management of students in the SMPIT *Nurul Islam Tengaran*. (c) To describe the characteristics of the management of the boarding and the nurturing of students in boarding SMPIT *Nurul Islam Tengaran*.

The management education is an attempt to apply the norms of administration in the field of education. Management is a process of planning, organizing, leadership and control as a member organization in which all four of these processes have their respective functions to achieve the goals of the organization. Usman (2008: 9) explains the notion of management education as the art and science of managing educational resources reach educational goals effectively and efficiently. Educational resources are something that is used in

organizing education. Management education can also be defined as the process of planning, organizing, directing, and controlling the resources of education to achieve educational goals effectively, efficiently, independently and accountable.

Rohiat (2008: 21) in Samino (2010: 191-192) mentioning the fields returned includes the management of school management, curriculum management, personnel management, student management, infrastructure management, financial management, management of relations with the public, and the management of special services. Arikunto and Yuliana, (2008: 131-132), mentioning the management curriculum is our whole process of joint effort to improve the achievement of the goal of teaching with heavy point efforts on improving the quality of teaching and learning interactions. While the curriculum in a broader sense is all the experience provided by the institution to the student for followed his education. Curriculum management guidelines relating to the implementation of the curriculum, in terms of management in the management of curriculum, in terms of management in supervision or assessment, how to manipulate the results of the evaluation, curriculum development, local content and curriculum, syllabus, message development, learning materials and other educational.

The student management activities associated with the student in school. Focus on service management through students individually in the hope that students can develop appropriate talent, ability and individual differences of each. The student management program helps schools that all potential, talents, interests, and hobby learners can channelled through the student activities are usually referred to as extracurricular. Arikunto and Yuliana (2008: 57) explained that the types of management students can be identified by the way they described it in the process of transformation of schools. The process of entering school until students leave it there are four groups of management, namely the admission of students, students administration, guidance and counselling, record-keeping and recording learning achievements.

Integrated Islamic School is an Islamic school organized by blending in integrative values and Islamic teachings in the curriculum with the building of

effective learning approach, optimal and cooperative involvement of teachers, parents, and community to build the character and competence of students. Integrated Islamic School offers an integrated model of alternative schools, by applying the approach that combines general education and religious education is interwoven into one curriculum. With this approach, all subjects and all school activities are not separated from the frame of the teachings and message of Islam. Integrated Islamic School also emphasize the learning methods in alignment so that it can optimize its cognitive domain, affective, and psikomotor. The implications of this alignment process of learning approach to development demands a rich, varied, and using the media as well as an extensive learning resource and supply.

Integrated Islamic School is organized on the basic concept "one for all". That is, in one school learners will get general education, religious education, and education skills. General education refers to the national curriculum, developed by the ministry of national education. Religious education emphasizing education, morals, and creed worship associated with everyday life. Education skills are packaged in extracurricular activities that refer to life skills. The term integrated in the education system the amplifier for Islam itself, namely Islam an integral, comprehensive, not partial.

Boarding school must provide a care pattern who can replace the role of parents in the formation of character. Nurse teacher carries the mandate more when compared to a conventional school teacher. Parenting pattern are applied that can create nurturing students who have the character and responsibility towards herself and also to the environment community. In the context of the management boarding school model to manage them should be more flexible, effective, and implement school-based management is consistently.

Research on boarding school management conducted by Saomah (2006), in her research entitled *"Correlation between Authoritative, Authoritarian, Indulgent, Indifferent Parenting Styles and Students' Autonomy (A Study on the First Graders of SMU Plus Muthahhari Who Stayed At The Dormitory And Lived With Their Parents)"*, declared "The existence of the

*relationship between parenting styles parents are authoritative, authoritarian, indulgent, and indifferent to the independence of students living in a dormitory and living with parents". X-grade High School plus Muthahhari students who live in the dorm parents parenting style perception authoritative, authoritarian, indulgent and indifferent, the higher her independence compared to students living with parents.*

Judith A. Dejong and Stanley R. Holder (2010), entitled "*Boarding School Reform: Evaluation of the Therapeutic Residential Model Program*" ask that "*Students attend BIA boarding schools for a number of reasons, including problems in the home environment, school failure, or their parents' belief that the boarding school environment provides a safer or better educational climate for their children*".

Study Hall and Dejong (2010), entitled "*Level I Therapeutic Model Site*" states that "*The results of implementing the therapeutic residential model were a reduction in behavioral incidents, a decrease in the amount of money spent on external mental health services, an increase in the retention rate, an increase in academic skills in selected areas, and higher scores on pre-post measures of adjustment, interpersonal relationships, and adaptability*".

Dejong and Holder (2010), entitled "*Academic Enhancement Site*" find that "*At this site indicate that increasing revenue to sites without increasing mental health resources results in no change in the critical outcome measures of student success. These findings underscore the belief that no positive changes can occur in residential boarding schools unless the mental health needs of the students are addressed*".

Gaskins and Mastropieri (2010), entitled "*Academic and Behavioral Characteristics of Students at a Secondary Residential School*", in his research stating that "*More factors that need further attention impact the academic achievement of these young people than behavioral, familial, and emotional issues. To better address the needs of adolescents in residential care, it becomes critical that groups and agencies identify educational services that support and promote academic success*".

Bakken and Smith (2011), entitled "*A Blueprint for Developing Culturally Proficient/Responsive School Administrators in Special Education*" states that "*Culturally responsive teaching is one way that we can meet the needs of a culturally and linguistically diverse school population. Since our schools and school systems are more diverse than ever before, it is very important that culturally proficient/ responsive administrators develop, maintain, and support a positive climate for the CLD students with LD, teachers, their families, and communities*". Culturally proficient/responsive school principals and directors of special education must learn and understand how culture can and will influence and impact learning. It is also important that culturally proficient/responsive school principals and directors of special education lead by example and foster a positive and caring environment for the ever-changing diverse population.

## **RESEARCH METHOD**

Based on the study and focus of this research that is trying to find out the characteristics of the management the boarding schools in the Islamic integrated junior high school (SMPIT) *Nurul Islam Tenganan*. This type of research is a qualitative descriptive.

In order to obtain valid and reliable data, the researcher observes the research location directly. The presence of researcher in conducting this research is done along three months which is devoted to find data on the management the boarding schools in the Islamic integrated junior high school (SMPIT) *Nurul Islam Tenganan*, therefore, the researcher position is as a research instrument and student (Spradley, 2007). As a research instrument means as a data collection tool. The researcher is also become a student who see the learning activity.

Data are the writings or records of everything that is heard, seen, experienced and even considered by the researcher during data collection activity and reflect the activity into ethnography. The primary data source in qualitative research is that words and action to give adequate information and descriptions in accordance with aspects of the formulated research. The rest is the additional data such as documents and others. In qualitative research, the informant is not called

as a research subject, because the source of data about people who have an equal position between the researched and researcher. In this research involved people who act as the key person or a competent person.

Data are collected using three data collection techniques, namely: observation, in-depth interview and documentation. In analyzing of data, the researcher refers to the stages described by Miles and Huberman (2007: 16). Stages of analysis in this research consisted of four stages, namely: data reduction, categorization, data display and drawing a conclusion or verification, that commonly known as an interactive analysis model.

## **RESEARCH FINDINGS**

### **The Management of Curriculum and Learning in *SMPIT Nurul Islam Tenganan***

1. The school has compiled a education unit level curriculum (KTSP) guidelines for the management of curriculum and learning. Preparation of KTSP done by tim author only, not involving experts and simply involves GA (Guardian Angel).
2. The school syllabus developed by its own or with teacher group (MGMP).
3. Religious curriculum developed and supervision by the school appropriated with the vision, mission, and goals of Islamic integrated schools.
4. Learning by teachers require planning, implementation, evaluation, assessment, guidance and follow-up requires supervision in order to ensure the quality of instruction according to the standards established school.
5. To create quality learning, all teachers tasks must be implemented. Learning that is managed properly will increase the student's understanding and power absorption. Various efforts have been implemented.
6. The school has been doing MIR (Multiple of Intelligence Research) test. The method of learning and class divisions have started to use MIR test results. Preparation of lesson plan (RPP) already refers to the type of intelligence students.

7. Schools devise and establish academic guidelines and assessment of learning outcomes as a standard or benchmark for measuring the competence achievement.
8. Academic regulations governing criterias, guidelines, code of ethics teacher, as well as the rights and obligations of students.
9. Student learning outcomes assessment using the principles of justice and through.
10. Implementation of effective learning requires support educators and educational policies, infrastructure, finance, culture and environment of the school, role of the community, partnerships and school management information system.

#### **The Management of the Students in the *SMPIT Nurul Islam Tengan***

1. Students as subject and object of education should get the maximum service in order to develop appropriate expectations of parents.
2. Studentship management areas include some activities, that is admission, counseling services, extra-curricular, coaching achievements, and tracking against featured alumni.
3. Admission is carried out objectively, transparent, accountable and without discrimination. There are also given guidelines and registration procedures for new students on a one day service.
4. To introduce environmental and school cultural, new students follow the MOS. The students orientation do academically and non-violence as well as involving supervision of the teacher
5. The students that unable to adapt to the environment, regulations, programs and culture a new school, school has prepared a program of counseling services. In all counselling services *ustadz /ustadzah* serves, although there are separate BK teacher
6. To develop the talents and interests of students the school has extracurricular programs and cocurricular, both of which are mandatory as well as optional.
7. In the field of religious co-curricular the responsibility of the deputy head of the religious curriculum (*syar'i*).

8. Coaching achievements of our flagship namely Arabic and English also dealt with either by deputy head of the literary field and many do in the dormitory. Each year we carry out fair, namely the *Nurista Fair* to show the ability of students in the Arabic and English.

**The Management of the Boarding and the Nurturing of Students in Boarding SMPIT Nurul Islam Tenganan**

1. Dormitories and school *SMPIT Nurul Islam* is part and parcel, and each requires its own management. The management of the hostel is an inseparable part of the management of the schools.
2. Management functions needed in the management of the boarding is good in management curriculum, staffing, student, finance, infrastructure, and administration.
3. Then in the curriculum, the hostel does not have a *pesantren* curriculum standard. Only for Arabic and English, curriculum, syllabus and material we develop its own.
4. Staffing in management, finance, infrastructure, and administration, the dominant is the director education of the foundation.
5. New students entering as a student dormitory management requires good studentship, starting with the new student orientation which was introduced with the environment, student programs, customs and rules in the dorm.
6. Guidance and counseling service activities conducted by the guardian's room and *musyrif/musyrifah*. *Musyrif/musyrifah* responsible for progress in student learning.
7. Patterns of parenting students in dorm *Nurul Islam Tenganan* tailored to the vision, mission and goals of the hostel. Parenting pattern using modern *pesantren*, Islamic principles with an integrated, not nationalistic or militaristic. But the spirit of nationalism and discipline of the military remains we develop.
8. The management of student in the residence halls require guidelines, procedures, code of conduct, a system of rewards and punishments, and mechanisms of conflict resolution.

9. To discover and measure achievement the purpose of the program, as well as identifying existing barriers then it needs to be done to evaluate.

## **DISCUSSION**

### **The Management of Curriculum and Learning in *SMPIT Nurul Islam Tengaran***

Management curriculum is the substance through the main management in school. Management curriculum is needed so that the learning process can be run well, to achieve the objective set standard of competence and encourage teachers to develop and continue to fine-tune the strategy analytical study. A stage of the curriculum at the school of management is done through four stages: (a) Planning; (b) Organizing and coordinating; (c) Implementation; and (d) Control.

According to the opinion of the Arikunto and Yuliana, (2008: 131-132), asked that the management curriculum is our whole process of joint effort to improve the achievement of the goal of teaching with heavy point efforts on improving the quality of teaching and learning interactions. While the curriculum in a broader sense is all the experience provided by the institution to the student for followed his education. Curriculum management guidelines relating to the implementation of the curriculum, in terms of management in the management of curriculum, in terms of management in supervision or assessment, how to manipulate the results of the evaluation, curriculum development, local content and curriculum, syllabus, message development, educational learning materials calendar, and others.

The school has compiled a education unit level curriculum (KTSP) guidelines for the management of curriculum and learning. Preparation of KTSP done by tim author only, not involving experts and simply involves GA (Guardian Angel). In the preparation of KTSP, in accordance the standards of school management should involve the school board and an expert on education. Surely this should be fixed to correct existing deficiencies and accommodate the demands of the development of the community.

The school syllabus developed by its own or with teacher group (MGMP). Standard management should involve experts in the preparation of the syllabus of education. Surely this should be corrected to fix shortcomings that exist. Religious curriculum developed and supervision by the school appropriated with the vision, mission, and goals of Islamic integrated schools.

Learning by teachers require planning, implementation, evaluation, assessment, guidance and follow-up requires supervision in order to ensure the quality of instruction according to the standards established school. During this evaluation the quality of learning is done every one or two weeks by GA. Visitation class supervision is carried out by the GA per semester. Even teachers have report that contains the assessment of the five criteria: 1) Behavior/performance; 2) Creativity; 3) Lesson plan; 4) Results of study; and 5) Development of *tarbiyah*. To improve the competence of teachers conducted teacher training by bringing in counselors from MIR, following training and also teacher group.

To create quality learning, all teachers tasks must be implemented. Learning that is managed properly will increase the student's understanding and power absorption. Various efforts have been implemented. The school has been doing MIR (Multiple of Intelligence Research) test. The method of learning and class divisions have started to use MIR test results. Preparation of lesson plan already refers to the type of intelligence students.

Schools devise and establish academic guidelines and assessment of learning outcomes as a standard or benchmark for measuring the competence achievement. Academic regulations governing criterias, guidelines, code of ethics teacher, as well as the rights and obligations of students. Student learning outcomes assessment using the principles of justice and thorough. Implementation of effective learning requires support educators and educational policies, infrastructure, finance, culture and environment of the school, role of the community, partnerships and school management information system.

### **The Management of the Students in the *SMPIT Nurul Islam Tenganan***

Students as subject and object of education should get the maximum service in order to develop appropriate expectations of parents. Studentship management aims to organize various activities through student learning activities at school in order to be able to run smoothly, orderly, and regularly, as well as achieving the desired goals. Studentship management areas include some activities, that is admission of new students, counseling services, extra-curricular, coaching achievements, and tracking against featured alumni.

The student management activities associated with the student in school. The goal is to organize the process of studentship management starting from recruitment, follow instruction to pass in accordance with the institutional objectives in order to progress effectively and efficiently. Focus on service management through students individually in the hope that students can develop appropriate talent, ability and individual differences of each. The student management program helps schools that all potential, talents, interests, and hobby learners can channelled through the student activities are usually referred to as extracurricular.

According to the opinion of the Arikunto and Yuliana (2008: 57) explained that the types of management students can be identified by the way they described it in the process of transformation of schools. The process of entering school until students leave it there are four groups of management, namely the admission of students, students administration, guidance and counselling, record-keeping and recording learning achievements.

Admission is carried out objectively, transparent, accountable and without discrimination. There are also given guidelines and registration procedures for new students on a one day service. Planning admission in *SMPIT Nurul Islam* goes with good procedures and mechanisms and that have been in accordance with the standards of management. Even with the system one day service has helped and gave a lot of convenience for prospective new students and parents. To introduce environmental and school cultural, new students follow the MOS (Masa Orientasi Siswa). The students orientation do academically and non-

violence as well as involving supervision of the teacher. The students that unable to adapt to the environment, regulations, programs and culture a new school, school has prepared a program of counseling services. In all counselling services *ustadz /ustadzah* serves, although there are separate guide and counseling teacher.

To develop the talents and interests of students the school has extracurricular and cocurricular programs, both of which are mandatory as well as optional. The school also undertakes coaching achievements of excellence, and tracking of alumni. All the management activities have been done well and there is already which handles. For coaching achievements include winning the Arabic and English also dealt with both and many do in the residence halls. Each year we carry out *Nurista* Fair, that the race to show the ability of students in the Arabic and English.

### **The Management of the Boarding and the Nurturing of Students in Boarding *SMPIT Nurul Islam Tengahan***

Dormitories and school *SMPIT Nurul Islam* is part and parcel, and each requires its own management. The management of the hostel is an inseparable part of the management of the schools. Management functions needed in the management of the boarding is good in management curriculum, staffing, student, finance, infrastructure, and administration.

The existences of boarding stay as supporters of the school. The hostel is actually served to realize the vision of the school, particularly fostering the students towards Islamic personal that is reflected from the mindset, attitude and behavior. This indicates that the vision, mission and goals of the hostel must be supportive of the school. Even dorms being complementary to materialize the vision of the school which could not be implemented in school because of limited time. Student dorm called the *santri*. All students must be a *santri* and living in a dorm.

Then in the curriculum, the hostel does not have a staple/standart *kepesantrenan* curriculum. Only for Arabic and English curriculum, syllabus and material we develop on its own. Surely this is a weakness of the boarding school,

as revealed by Muslimin (<http://sutris02.wordpress.com/2008>) stating that the boarding school has several drawbacks, namely; the ideology of the school that is not obvious, the dichotomy of teacher school with nurse of dormitory, parenting curriculum which is not raw, and schools and dormitories are located in a single location that can give rise to saturation.

Staffing in management, finance, infrastructure, and administration, the dominant is the director education of the foundation. This is often the case, especially in private schools run by the foundation. Generally the foundation is very dominant in various aspects. And this must be corrected by establishing a good system, democratic, accountable, and transparent.

New students entering as a student dormitory management requires good studentship, starting with the new student orientation which was introduced with the environment, student programs, customs and rules in the dorm. Implementation of the orientation is very important. The orientation of the *santri* done in academic and non-violence as well as involve the supervision *musyrif/musyrifah* and the regent's room.

Guidance and counseling service activities conducted by the guardian's room and *musyrif/musyrifah*. *Musyrif/musyrifah* responsible for progress in student learning. The *Musyrif/musyrifah* responsible for *santri*'s learning progress. While life in the dorms became the responsibility of the guardian's room. Trustee room control his students in during least five times at the day. To avoid saturation of the students, the dorm has a program of social gathering, competition and refreshing. The dormitory also has a polyclinic and health workforce that is ready to handle a sick student.

Patterns of parenting students in dorm *Nurul Islam Tenggara* tailored to the vision, mission and goals of the hostel. Parenting pattern using modern *pesantren*, Islamic principles with an integrated, not nationalistic or militaristic. But the spirit of nationalism and discipline of the military remains we develop.

The management of student in the residence halls require guidelines, procedures, code of conduct, a system of rewards and punishments, and mechanisms of conflict resolution. Dorm manager had arranged the granting of

awards for room or student achieves, and sanctions for violation of student conduct, norms or not discipline. The hostel is part of the school so it should also support the success of student learning in school.

To discover and measure achievement the purpose of the program, as well as identifying existing barriers then it needs to be done to evaluate. This evaluation of the known obstacles and constraints in the management. As is the case in schools each semester we also held an evaluation, and outcomes evaluation we string together to report reported to parents.

## **CONCLUSION**

Conclusion of the research results are first, management curriculum and learning by using SMP plus and integrated curriculum by adding various Islamic and executed with charges consistent. Learning by teachers require planning, implementation, evaluation, assessment, guidance and follow-up requires supervision in order to ensure the quality of instruction according to the standards established school. Learning management is done by separating students of both men and women, using active learning, as well as paying attention to the kind of intelligence of the students based on the results of test MIR. Management of curriculum and instruction, students will be more effective with attention to learning styles and types of intelligence of students.

Second, the student management program helps schools that all potential, talents, interests, and hobby learners can channelled through the student activities are usually referred to as extracurricular. Admission is carried out objectively, transparent, accountable and without discrimination. There are also given guidelines and registration procedures for new students on a one day service. Management of the student involves a lot of schools with an emphasis on morals and formation of character through the conditioning of the supervision and guidance of all the citizens of the school. The management of the students would be more effective if it involves all citizens school accompanied by example approach of all educators and educational policies.

Third, Management functions needed in the management of the boarding is good in management curriculum, staffing, student, finance, infrastructure, and administration. Then in the curriculum, the hostel does not have a staple/standard *kepesantrenan* curriculum. Staffing in management, finance, infrastructure, and administration, the dominant is the director education of the foundation. To avoid saturation of the students, the dorm has a program of social gathering, competition and refreshing. Parenting pattern using modern *pasantren*, Islamic principles with an integrated, not nationalistic or militaristic. The hostel is part of the school so it should also support the success of student learning in school.

## **SUGGESTION**

Suggestion of the research: (1) For the principals, The principal need to improve the implementation of the results of the test by arranging training program MIR teachers to create lesson plans and learning methods as well as plann do guidance, evaluation and mentoring for teachers in practice learning in class according to the characteristics of subjects and types of intelligence students. The school need parenting culture students based on *uswah khasanah* or exemplary of all the citizens of the school, so that could be the inspiration, the spirit and drive in life and learning to improve student achievement; (2) For The director of dormitory, The director of dormitory need to increase cooperation with various parties to improve the quality of services for students in the residence halls to ensure the growth and development of students in accordance with the task of development, and required cooperation by involving community around in order to get support from the community that created the atmosphere and learning environment that is safe, comfortable and conducive; (3) For the teachers, the teachers should play an active role in implementing active learning by improving the quality of learning with learning methods, strategy, media, and learning resource. Caregivers need to understand the characteristics of their students and can replace the role of the elderly for students during his stay in the hostel; (4) For

parents, parents should play an active role performs control and care about the development of his children during his time in school and in the residence halls.

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