



# Strategic Management of Boarding Schools for Enhanced Learning Quality

Nyak Geh <sup>1</sup>, Bahrun Bahrun <sup>1</sup> and Niswanto Niswanto <sup>1,\*</sup>

<sup>1</sup> Graduate School of Education Administration, Universitas Syiah Kuala, Banda Aceh 23111, Indonesia; nyakgeh@gmail.com (N.G.); bahrun@usk.ac.id (B.B.); niswanto@usk.ac.id (N.N.)

\* Correspondence: niswanto@usk.ac.id

## Article History

Received 19 March 2024  
Revised 15 May 2024  
Accepted 21 May 2024  
Available Online 30 May 2024

## Keywords:

Educational management  
Islamic boarding schools  
Holistic education  
School discipline  
Academic performance

## Abstract

This study examines the management of boarding school programs at junior high schools in Southwest Aceh Regency, Indonesia, and their impact on educational quality. Using qualitative methods, it investigates the planning, implementation, and evaluation of these programs at two schools: Boarding School Ibnu Sina and Boarding School Jabal Nur Jadid. The findings show: (1) The planning adheres to government regulations and involves the school community; (2) Implementation follows structured daily routines integrating academic and religious activities; (3) Regular evaluations reveal improvements in student discipline and academic performance. The boarding school environment is found to enhance educational quality and foster students' moral development. The study highlights the importance of comprehensive planning, stakeholder involvement, structured implementation, and continuous evaluation in the success of boarding school programs.



Copyright: © 2024 by the authors. This is an open-access article distributed under the terms of the Creative Commons Attribution-NonCommercial 4.0 International License. (<https://creativecommons.org/licenses/by-nc/4.0/>)

## 1. Introduction

Boarding schools, particularly those emphasizing Islamic education, have seen a notable rise in popularity in Indonesia, capturing the interest of both students and parents [1]. These schools, commonly referred to as Islamic Boarding Schools, blend rigorous academic curricula with religious teachings, thereby crafting a holistic educational model that aligns well with the cultural and religious ethos of the Indonesian community [2]. These schools evolved from traditional Islamic learning centers, known as 'pondok pesantren', which have historically combined religious instruction with basic secular education [3]. Today's Islamic Boarding Schools strive to mold students who are competent in both their spiritual and worldly pursuits, offering a

comprehensive education that prepares them for the complexities of modern life [4].

The primary aim of Islamic boarding schools is to develop disciplined, ethically grounded individuals who excel academically and embody spiritual enlightenment. This goal is pursued through a structured environment where daily activities are intertwined with religious practices [5]. However, the effectiveness of this model can be hindered by operational challenges. A study by Yusuf and Sterkens [6] found that some Islamic boarding schools struggle with unclear educational ideologies and poor integration between residential and academic components. These issues can undermine the schools' ability to provide a stable environment conducive to emotional and social development, leading to some institutions closing before fulfilling their educational objectives [7].

Recognizing these challenges, the Indonesian Ministry of Education and Culture has been proactive in promoting the boarding school format as a strategic initiative to elevate educational standards across the nation [8]. In particular, the ministry has focused on enhancing the management practices of these schools to ensure their sustainability and effectiveness. This has involved providing clearer guidelines for integrating academic and religious curricula, as well as support for improving residential facilities [9].

In the context of Southwest Aceh Regency, Islamic boarding schools have been a significant part of the educational landscape for decades. However, like many other regions in Indonesia, these schools have faced challenges in terms of management and resource allocation [10]. This study specifically focuses on the management practices of two junior high-level boarding schools in the district, SMP Boarding School Ibnu Sina and SMP Boarding School Jabal Nur Jadid, to identify strategies for enhancing educational quality in this setting.

This research paper delves into the management of boarding school programs at the junior high level in Southwest Aceh Regency, exploring the potential of this educational model to enhance the quality of education and foster well-rounded, responsible individuals [9]. Specifically, the study seeks to answer the following research questions: How are boarding school programs in Southwest Aceh Regency planned and designed to enhance educational quality? What are the key elements of the implementation process for these programs, and how do they contribute to improved academic performance and moral development? How are the outcomes of boarding school programs in Southwest Aceh Regency evaluated, and what do these evaluations reveal about the effectiveness of the model. The global relevance of this study on the management practices of boarding schools in Southwest Aceh Regency, Indonesia, lies in its contribution to the broader field of educational management and school effectiveness research. While the specific context of the study is localized, the insights and lessons it provides have the potential to inform and enhance educational practices in other settings, both within Indonesia and internationally.

By analyzing how these schools operate and the outcomes they achieve, the research aims to highlight the boarding school model's capacity not only to improve academic performance but also to instill strong moral and social values, thus contributing to the nurturing of Indonesia's future leaders [11]. The findings may also provide insights for refining and potentially replicating

the success of this model in other educational settings within Indonesia [10].

Despite the growing popularity and potential benefits of Islamic boarding schools in Indonesia, there is limited research on the specific management practices that contribute to their effectiveness in enhancing educational quality. While studies have examined the general structure and outcomes of these schools [5], there is a need for a more in-depth investigation of the strategic planning, implementation, and evaluation processes that underpin successful boarding school programs.

This study aims to address this gap by exploring the management of boarding school programs at the junior high level in Southwest Aceh Regency. By examining the practices of two specific schools, SMP Boarding School Ibnu Sina and SMP Boarding School Jabal Nur Jadid, the research seeks to identify the key factors that contribute to the effectiveness of these programs in improving educational quality and fostering well-rounded, morally grounded students. Understanding these management practices is crucial for informing the design and operation of boarding school programs across Indonesia, potentially enhancing their capacity to produce positive academic and personal outcomes for students.

## 2. Materials and Methods

### 2.1. Research Approach

This study employs a qualitative research approach, leveraging descriptive analysis to examine the nuances of boarding school management at the junior high school level in Southwest Aceh Regency [12]. Qualitative methods were chosen for this study on the management practices of boarding schools in Southwest Aceh Regency to explore and understand the complex processes and practices in a specific context. Qualitative methods, such as in-depth interviews, observations, and document analysis, are well-suited for uncovering the "how" and "why" of social phenomena. These methods allowed the study to gain a rich understanding of how the schools planned, implemented, and evaluated their boarding programs and the factors influencing these practices. According to Sugiyono [7], qualitative research is ideal for examining natural settings where the researcher is the key instrument. This method relies on triangulation, inductive data analysis, and emphasizes understanding the meanings behind observed phenomena rather than generalizing findings.

## 2.2. Research Subjects

This study employed purposive sampling to select schools and participants based on specific criteria aligned with the research objectives [13]. The criteria for schools included being located in Southwest Aceh Regency, offering a junior high school program, implementing a boarding system, being accredited by the Indonesian Ministry of Education and Culture, and being accessible for data collection. Two schools, SMP Boarding School Ibnu Sina and SMP Boarding School Jabal Nur Jadid, were selected for their established programs and strong academic and moral track records.

The selection of this research subjects in this study was driven by the need to align with the research objectives, represent key stakeholders, ensure diversity and representativeness, draw on relevant expertise and experience, and consider accessibility and feasibility. By carefully selecting a range of subjects from different roles, backgrounds, and perspectives within the boarding schools, the study was able to generate rich and comprehensive insights into the management practices and their impact on educational quality in this context.

Participants were selected based on their roles and involvement in the boarding school programs. Criteria included leadership roles such as principals and foundation leaders, involvement in planning and implementation, diversity in roles (administrative staff, teaching faculty, student affairs personnel), and availability for participation. A total of 20 participants were selected from each school, including foundation leaders, school principals, student affairs staff, teaching staff, treasurers, school committee members, and teachers. Additionally, 20 students (10 from each school) were randomly selected for focus group discussions to provide insights into their experiences.

This purposive sampling ensures a representative view of boarding school management practices in Southwest Aceh Regency by including diverse perspectives. The study aims to generate a comprehensive understanding of how these management practices influence educational quality. This qualitative research focuses on the complexities of boarding school management and its impact on education in two junior high schools in Southwest Aceh Regency, specifically SMP Boarding School Jabal Nur Jadid and SMP Boarding School Ibnu Sina. By selecting participants based on their roles and involvement, the study captures a holistic view of the management practices and their effectiveness in enhancing educational standards.

## 2.3. Research Instruments

In qualitative research, the centrality of the researcher as the primary instrument cannot be overstated. This role encompasses several critical functions that are pivotal to the research process. Initially, the researcher is responsible for setting the research focus, which involves determining the scope, aims, and objectives of the study. This foundational step dictates the direction and the parameters within which the investigation will occur.

Following this, the researcher moves on to select informants who will provide the data necessary for achieving the research objectives. This selection process is crucial as it directly affects the richness and relevance of the information gathered. Once informants are chosen, the next phase involves data collection. Here, the researcher not only gathers data but also must ensure that this data is relevant and meaningful for addressing the research questions. This involves engaging deeply with the data sources, whether through interviews, observations, or document analysis, and making judgments about the information's clarity and applicability.

The evaluation of data quality is another area where the researcher's role is paramount. This involves assessing the accuracy, credibility, and trustworthiness of the data collected. The researcher must apply rigorous criteria to determine whether the data under review is of a high enough quality to contribute to the study's goals. Analysis and interpretation of the data follow, where the researcher synthesizes and makes sense of the information gathered, identifying patterns, themes, and insights. This process is inherently subjective and requires the researcher to use their knowledge, experience, and intuition to draw meaningful conclusions from the data. Finally, the researcher draws conclusions based on the analysis. This step not only summarizes the findings but also ties them back to the research questions and objectives, providing a coherent narrative that addresses the initial research aims.

## 2.4. Data Credibility Verification

To ensure the trustworthiness of the findings, this study employs several strategies aligned with the criteria of credibility, transferability, dependability, and confirmability [14]. Credibility refers to confidence in the truth of the findings [15]. To enhance credibility, the study involves prolonged engagement, where researchers spend sufficient time in the field to build trust with participants and gain a deep understanding of the context, and persistent observation, focusing on the most relevant aspects of boarding school management practices. Additionally, triangulation is used by collecting

data from multiple sources, including observations, interviews, and documents, and comparing these data to corroborate findings. Member checking is also conducted by sharing preliminary findings with participants to verify their accuracy and resonance with their experiences.

Transferability involves the extent to which findings can be applied to other contexts [16]. To enhance transferability, the study provides thick descriptions with detailed accounts of the research context, participants, and findings, allowing readers to assess the applicability to their own settings [17]. Purposive sampling is also used to select schools and participants based on specific criteria, ensuring the relevance of the findings to similar boarding school contexts [18]. Dependability refers to the consistency and reliability of the findings. To ensure dependability, the study maintains an audit trail, which is a detailed record of the research process, including raw data, analysis notes, and methodological decisions, reviewed by the research team. A code-recode strategy is also employed, where researchers code a portion of the data, wait a period of time, and then recode the same data to check for consistency in their interpretations [19].

Confirmability relates to the neutrality and objectivity of the findings, ensuring they are grounded in the data rather than researcher bias. To establish confirmability, researchers engage in reflexivity, involving ongoing self-reflection to acknowledge and mitigate the influence of their own biases and assumptions. The audit trail also allows for an external assessment of the findings' grounding in the data, and triangulation further counterbalances any individual biases by using multiple data sources and perspectives. By implementing these strategies, the study aims to produce findings that are credible, transferable, dependable, and confirmable. The rigorous application of these trustworthiness measures enhances the overall quality and persuasiveness of the research.

The data credibility verification strategies used in this study were carefully designed and implemented to ensure the trustworthiness of the findings, based on the criteria of credibility, transferability, dependability, and confirmability. By using a range of strategies, such as prolonged engagement, triangulation, member checking, thick description, audit trail, reflexivity, and others, the researchers sought to provide a rigorous and defensible account of the management practices and their impact on educational quality in the boarding schools studied. These strategies help to enhance the value and utility of the findings for informing policy, practice, and future research in this field.

### *2.5. Data Collection Techniques*

This study employs three primary data collection techniques: observation, interviews, and documentation. Each method is designed to gather rich, complementary data about the planning, implementation, and evaluation of boarding school programs in Southwest Aceh Regency. In terms of observation, researchers conduct non-participant observations of various aspects of the boarding school environment, including classroom instruction, extracurricular activities, and student-teacher interactions. These observations are guided by a structured checklist that includes items related to the physical environment and facilities, teaching and learning practices, student engagement and participation, the implementation of religious and moral education, and student-teacher relationships. Researchers also take detailed field notes to capture additional contextual information and their own reflections on the observed practices.

For interviews, semi-structured interviews are conducted with selected participants, including school leaders, teachers, staff, and students [20]. The interviews follow a pre-prepared guide with open-ended questions that explore the participants' understanding of the boarding school program's goals and objectives, their roles and responsibilities in program planning, implementation, and evaluation, their perceptions of program effectiveness and impact on educational quality, the challenges and opportunities for program improvement, and examples of successful practices and student outcomes. The interview guide is pilot-tested and refined prior to data collection to ensure clarity and relevance of the questions. Interviews are audio-recorded with participant consent and transcribed verbatim for analysis.

In terms of documentation, researchers collect and analyze a range of relevant documents, including school vision and mission statements, strategic plans and development proposals, curriculum and instructional materials, student handbooks and codes of conduct, teacher training and professional development records, evaluation reports and performance data, and minutes from school committee meetings.

Throughout the data collection process, researchers adhere to ethical principles of informed consent, confidentiality, and data protection [21]. Participants are fully informed of the study's purpose and their rights as voluntary subjects, and all data are securely stored and anonymized to protect participant privacy. By employing these specific tools and protocols, the study aims to gather a rich, multifaceted dataset that captures the

**Table 1.** Comparative overview of program planning, implementation, and evaluation at boarding school Ibnu Sina and Jabal Nur Jadid.

Category	Boarding School Ibnu Sina	Boarding School Jabal Nur Jadid
Planning	-	-
Government Regulation Compliance	Yes (PP No. 57/2021)	Yes (PP No. 57/2021)
Involvement of School Community	High (Includes committees)	High (Includes committees)
SOP Documentation Implementation	Comprehensive	Comprehensive
Daily Routine	Pre-dawn to evening activities	Pre-dawn to evening activities
Academic and Religious Activities	Integrated approach	Integrated approach
Teacher and Staff Involvement Evaluation	High	High
Evaluation Frequency	Regular (Weekly, Monthly)	Regular (Weekly, Monthly)
Changes Observed in Students	Improved discipline & academics	Improved discipline & academics
Compliance with Educational Goals	Yes	Yes

complex realities of boarding school management in Southwest Aceh Regency.

### 2.6. Data Analysis Techniques

Data collected through observations, interviews, and document analysis were subjected to a thematic analysis approach. This involved the researchers immersing themselves in the data by reading through interview transcripts, observation notes, and documents multiple times to gain a deep understanding of the content. They systematically coded the data by identifying and labeling meaningful segments of text that related to the research questions and emerging themes. The coded data were then analyzed to identify patterns, relationships, and recurring ideas, which were organized into overarching themes and sub-themes. The themes were reviewed and refined through an iterative process, ensuring they accurately represented the data and addressed the research questions.

The researchers interpreted the themes in light of the study's theoretical framework and existing literature, drawing insights and conclusions about the management practices and their impact on educational quality. The findings were validated through member checking, where key participants were invited to review the themes and interpretations for accuracy and resonance with their experiences. Throughout the analysis process, the researchers maintained a reflexive stance, acknowledging their own biases and assumptions and seeking to represent the participants' perspectives faithfully.

## 3. Results and Discussion

### 3.1. Research Findings

This section outlines the findings from research conducted on the management of boarding school programs aimed at enhancing the educational quality of junior high schools in Southwest Aceh Regency. The research included observations, interviews, and document reviews involving various stakeholders such as

school leaders, teaching staff, student affairs personnel, teachers, students, and school committees. Special attention was given to Boarding School Ibnu Sina and Boarding School Jabal Nur Jadid. The results are summarized in [Table 1](#).

### 3.2. Comparative Analysis of Management Practices

While both SMP Boarding School Ibnu Sina and SMP Boarding School Jabal Nur Jadid demonstrated a strong commitment to enhancing educational quality through their boarding school programs, there were notable similarities and differences in their management practices. [Table 2](#) provides a concise overview of the main similarities and differences between the two schools across the key areas of planning, implementation, evaluation, and facilities and resources. It highlights the common approaches shared by both schools, such as participatory planning, alignment with national standards, structured daily schedules, and regular evaluations. At the same time, it also reveals the distinct emphases and practices of each school, such as Ibnu Sina's focus on long-term strategic planning and formal evaluation systems, and Jabal Nur Jadid's collaborative discipline approach and reliance on community partnerships.

#### 3.2.1 Planning

Both schools exhibited a thorough and participatory planning process, involving a wide range of stakeholders including school leaders, teachers, staff, parents, and community members. They also aligned their program objectives with the national education standards and the specific needs of their local contexts. However, SMP Boarding School Ibnu Sina appeared to place a greater emphasis on long-term strategic planning, with a detailed 5-year development plan that outlined specific targets and initiatives for program improvement. In contrast, SMP Boarding School Jabal Nur Jadid focused more on annual planning and adjustment based on the previous year's evaluation results.

**Table 2.** Comparative analysis of management practices at boarding school Ibnu Sina and Jabal Nur Jadid.

Management Aspect	SMP Boarding School Ibnu Sina	SMP Boarding School Jabal Nur Jadid
Planning	<ul style="list-style-type: none"> <li>• Participatory approach</li> <li>• Alignment with national standards</li> <li>• Emphasis on 5-year strategic plan</li> </ul>	<ul style="list-style-type: none"> <li>• Participatory approach</li> <li>• Alignment with national standards</li> <li>• Focus on annual planning and adjustment</li> </ul>
Implementation	<ul style="list-style-type: none"> <li>• Structured daily schedule</li> <li>• Integration of academic, religious, and extracurricular activities</li> <li>• Teacher training and support</li> <li>• Hierarchical discipline system</li> </ul>	<ul style="list-style-type: none"> <li>• Structured daily schedule</li> <li>• Integration of academic, religious, and extracurricular activities</li> <li>• Teacher training and support</li> <li>• Collaborative discipline approach</li> </ul>
Evaluation	<ul style="list-style-type: none"> <li>• Regular internal evaluations</li> <li>• Formal performance indicators and benchmarks</li> <li>• External evaluations every three years</li> </ul>	<ul style="list-style-type: none"> <li>• Regular internal evaluations</li> <li>• Focus on continuous incremental improvements</li> <li>• Reliance on informal feedback mechanisms</li> </ul>
Facilities and Resources	<ul style="list-style-type: none"> <li>• Newer and more extensive facilities</li> <li>• Higher staff-to-student ratio</li> <li>• Wide range of extracurricular activities</li> </ul>	<ul style="list-style-type: none"> <li>• Adequate facilities with resource constraints</li> <li>• Creative and efficient use of space and materials</li> <li>• Reliance on community partnerships</li> </ul>

### 3.2.2 Implementation

The two schools shared many similarities in their implementation of the boarding school program. Both had a structured daily schedule that integrated academic learning, religious education, and extracurricular activities. They also emphasized the role of teachers as both instructors and moral guides, and provided regular training and support for their professional development.

One notable difference was in the approach to discipline and student management. SMP Boarding School Ibnu Sina employed a more traditional, hierarchical system where senior students were given responsibility for monitoring and enforcing discipline among their juniors. SMP Boarding School Jabal Nur Jadid, on the other hand, relied more on a collaborative approach, with teachers and staff working closely with students to promote positive behavior and resolve conflicts.

### 3.2.3 Evaluation

Both schools conducted regular evaluations of their boarding school programs, using a combination of academic assessments, behavioral observations, and stakeholder feedback. They also used the evaluation results to inform ongoing program improvements and adjustments.

However, SMP Boarding School Ibnu Sina had a more formalized evaluation system, with clear performance indicators and benchmarks that were tracked over time. They also conducted external evaluations every three years to get an objective assessment of their program's effectiveness. SMP Boarding School Jabal Nur Jadid relied more on internal evaluations and informal feedback mechanisms, with a focus on continuous incremental improvements.

### 3.2.4 Facilities and Resources

One area where the two schools differed significantly was in their facilities and resources. SMP Boarding School Ibnu Sina had newer and more extensive facilities, including modern classrooms, well-equipped laboratories, and a large library. They also had a higher staff-to-student ratio and could offer a wider range of extracurricular activities. SMP Boarding School Jabal Nur Jadid, while having adequate facilities, faced more resource constraints. They had to be more creative and efficient in their use of space and materials, and relied more on community partnerships to expand learning opportunities for students.

Despite these differences, both schools demonstrated a strong commitment to providing a high-quality boarding school education that prepared students academically, morally, and socially. They also continuously sought to learn from each other and from other successful models to enhance their own practices.

### 3.3. Planning of Boarding School Programs to Improve Educational Quality

The boarding school programs follow the structured guidelines outlined in Government Regulation No. 57 of 2021, evident in the meticulously prepared documents by Boarding School Ibnu Sina and Boarding School Jabal Nur Jadid. These documents demonstrate a systematic arrangement of activity steps that reflect a high level of preparedness for the implementation of boarding school programs. The planning process also heavily involves the school community, ensuring that the standard operating procedures are well-understood and effectively integrated within the schools' operations.

### *3.4. Implementation of Boarding School Programs to Enhance Educational Quality*

The execution of the boarding school programs adheres strictly to the established SOPs. Daily routines are detailed, encompassing pre-dawn activities to evening study sessions, which include religious activities, academic classes, and extracurricular engagements. This comprehensive approach ensures that students develop discipline, academic capability, and moral uprightness, which are critical goals of the program.

### *3.5. Evaluation of Boarding School Program Implementation*

Regular evaluations assess the effectiveness of the boarding school programs, focusing on their impact on students' discipline, academic performance, and moral development. These evaluations have revealed positive changes in student behavior and increased academic engagement, indicating the success of the programs in fostering good moral values and enhancing overall student performance.

### *3.6. Discussion*

The findings of this study provide valuable insights into the management practices of boarding schools in Southwest Aceh Regency and their impact on educational quality. This section will discuss these findings in relation to the existing literature, highlighting how the study confirms, extends, or challenges previous research in the field.

The management practices observed at SMP Boarding School Ibnu Sina and SMP Boarding School Jabal Nur Jadid largely align with the framework of effective school management proposed by Leithwood et al. which emphasizes the importance of setting direction, developing people, redesigning the organization, and managing the instructional program [22]. Both schools demonstrated a clear vision and strategic planning process, a focus on teacher professional development, a structured and supportive learning environment, and regular monitoring and evaluation of student progress. However, the study also reveals some unique aspects of boarding school management in the Indonesian context, such as the integration of religious and moral education alongside the academic curriculum. This finding is consistent with previous research on Indonesian boarding schools, which highlights their role in promoting holistic student development [23].

This study fills important gaps in the literature on boarding school management in Indonesia, particularly in the context of Southwest Aceh Regency. Previous

research has primarily focused on the historical development and general characteristics of boarding schools in Indonesia [24], with limited attention to the specific management practices that contribute to their educational effectiveness.

By providing a detailed comparative analysis of the planning, implementation, and evaluation practices at two successful boarding schools, this study offers valuable empirical evidence of what works in enhancing educational quality in this setting. The findings on the schools' participatory planning processes, integration of academic and non-academic activities, and use of data-driven evaluation systems extend our understanding of effective boarding school management practices.

Furthermore, the study's exploration of the challenges faced by boarding schools, such as resource constraints and the need for better facilities, confirms previous findings on the common issues confronting these institutions [25]. However, it also highlights the innovative strategies employed by schools to overcome these challenges, such as leveraging community partnerships and efficient resource utilization, which have been less discussed in the literature.

The findings of this study have important implications for both practice and policy in the field of boarding school education in Indonesia. At the school level, the comparative analysis of management practices provides valuable lessons and best practices that can be adapted and implemented by other boarding schools seeking to enhance their educational quality. The study highlights the importance of participatory planning, structured implementation, and continuous evaluation in driving school improvement.

At the policy level, the study's findings on the resource challenges faced by boarding schools underscore the need for greater government support and investment in these institutions. Policymakers could use this evidence to justify increased funding and resources for boarding schools, as well as targeted initiatives to improve their facilities and infrastructure.

Moreover, the study's insights into the unique features and contributions of boarding schools in promoting holistic student development could inform policy discussions on the role and value of these institutions within the larger Indonesian education system. This could lead to greater recognition and support for boarding schools as a complementary model of education alongside conventional schools.

While this study makes valuable contributions to the literature on boarding school management in Indonesia,

it also has some limitations that should be acknowledged. The study's focus on two specific schools in Southwest Aceh Regency may limit the generalizability of the findings to other contexts. Future research could explore the management practices of boarding schools in other regions of Indonesia to provide a more comprehensive picture.

Additionally, the study's reliance on qualitative methods, while providing rich and in-depth insights, could be complemented by quantitative measures of educational quality and student outcomes in future studies. This could help to further substantiate the effectiveness of the identified management practices.

Finally, longitudinal research that tracks the implementation and impact of these management practices over time could provide valuable insights into the sustainability and long-term effects of these approaches.

#### 4. Conclusions

This study investigated the management practices at SMP Boarding School Ibnu Sina and SMP Boarding School Jabal Nur Jadid in Southwest Aceh Regency, focusing on planning, implementation, and evaluation processes. Both schools engaged in comprehensive planning aligned with national standards and involving diverse stakeholders, though they differed in their emphasis on long-term versus annual adjustments. Their implementation shared features like structured schedules and teacher development but varied in student discipline approaches. Regular program evaluations were conducted, with differences in formality and performance indicators. The findings highlight the effectiveness of participatory planning, structured implementation, and continuous evaluation in enhancing educational quality, emphasizing the influence of contextual factors such as resources and community partnerships.

**Author Contributions:** Conceptualization, N.G. and B.B.; methodology, N.N., N.G.; software, N.G.; validation, N.G., N.N. and B.B.; formal analysis, N.N.; investigation, N.G.; resources, B.B.; data curation, N.G.; writing—original draft preparation, N.N.; writing—review and editing, B.B.; visualization, N.N.; supervision, N.N., B.B.; project administration, N.G.; funding acquisition, N.G. All authors have read and agreed to the published version of the manuscript.

**Funding:** This study does not receive external funding.

**Ethical Clearance:** Not applicable.

**Informed Consent Statement:** All subjects involved in this study provided informed consent.

**Data Availability Statement:** The data used in this study available upon reasonable request to the corresponding author.

**Conflicts of Interest:** All the authors declare no conflicts of interest.

#### References

- Susiyan, A. S. (2017). Manajemen Boarding School dan Relevansinya dengan Tujuan Pendidikan Islam di Muhammadiyah Boarding School (MBS) Yogyakarta, *Jurnal Pendidikan Madrasah*, Vol. 2, No. 2, 327. doi:10.14421/jpm.2017.22-08.
- Hasibuan, M. (2020). *Manajemen Sumber Daya Manusia* (Revisi.), Bumi Aksara, Jakarta.
- Kristina, Naning, and Widyaningrum, W. (2019). *Manskill Managerial Skill*, UNMUH Ponorogo Press, Ponorogo.
- Yudi, Feisyal A, M., Bekti, H., and Sugandi, Y. S. (2020). Manajemen Pendidikan di Negara Cina, *Equilibrium: Jurnal Penelitian Pendidikan Dan Ekonomi*, Vol. 17, No. 02. doi:10.25134/equi.v17i02.
- Suharso, and Retnoningsih, A. (2018). *Kamus Besar Bahasa Indonesia*, Widy Karya, Semarang.
- Aditya, Y., Salayanti, S., and Palupi, F. . (2017). Perancangan Interior Islamic boarding school As-Syifa Kampus 2 Tangerang, *EProceedings of Art & Design*, Vol. 4, No. 3, 1424–1431.
- Sugiyono. (2020). *Metode Penelitian Kualitatif*, Alfabeta, Bandung.
- Muhammad, Y. M., Alifah, M., and Nursafitri, D. (2021). Urgensi Manajemen Pendidikan Islamic Boarding School, *Jurnal Pendidikan Indonesia*, Vol. 2, No. 7. doi: 10.59141/japendi.v2i07.234.
- Solikhun, M. (2018). Pembentukan Karakter Siswa dengan Sistem Boarding School, *Wahana Islamika: Jurnal Studi Keislaman*, Vol. 4, No. 1, 48–64. doi:10.61136/b4txrn57.
- Wulandari, A. (2018). Sistem Pendidikan Indonesia Dalam Peningkatan Mutu Pendidikan, *Jurnal Pendidikan Edu Research*, Vol. 7, No. 2.
- Sembiring, A. W., nisa, K., Situmorang, M. S., Diastami, S. M., and Harahap, M. A. (2021). Peningkatan Mutu Pembelajaran Yayasan Pendidikan Ibnu Halim, *Journal of Education and Social Analysis*, Vol. 3, No. 1.
- Umayah, A., Paristiwati, M., Dianhar, H., and Hasibuan, N. A. P. (2023). Augmented Reality and Student Learning: Analysis of Mental Models of Salt Hydrolysis at SMAN 51 Jakarta, Indonesia, *Journal of Educational Management and Learning*, Vol. 1, No. 1, 22–30. doi:10.60084/jeml.v1i1.53.
- Etikan, I., Musa, S. A., and Alkassim, R. S. (2016). Comparison of Convenience Sampling and Purposive Sampling, *American Journal of Theoretical and Applied Statistics*, Vol. 5, No. 1, 1–4.
- Ann Cutler, N., Halcomb, E., and Sim, J. (2021). Using Naturalistic Inquiry to Inform Qualitative Description, *Nurse Researcher*, Vol. 29, No. 3, 29–33. doi:10.7748/nr.2021.e1788.
- Kyngäs, H., Kääriäinen, M., and Elo, S. (2020). The Trustworthiness of Content Analysis, *The Application of Content Analysis in Nursing Science Research*, Springer International Publishing, Cham, 41–48. doi:10.1007/978-3-030-30199-6\_5.
- Munthe-Kaas, H., Nøkleby, H., Lewin, S., and Glenton, C. (2020). The TRANSFER Approach for Assessing the Transferability of Systematic Review Findings, *BMC Medical Research Methodology*, Vol. 20, No. 1, 11. doi:10.1186/s12874-019-0834-5.
- Hays, D. G., and McKibben, W. B. (2021). Promoting Rigorous Research: Generalizability and Qualitative Research, *Journal of Counseling & Development*, Vol. 99, No. 2, 178–188. doi:10.1002/jcad.12365.

18. Campbell, S., Greenwood, M., Prior, S., Shearer, T., Walkem, K., Young, S., Bywaters, D., and Walker, K. (2020). Purposive Sampling: Complex or Simple? Research Case Examples, *Journal of Research in Nursing*, Vol. 25, No. 8, 652-661. doi:[10.1177/1744987120927206](https://doi.org/10.1177/1744987120927206).
19. Dyson, B., Baek, S., Howley, D., Lee, Y., and Fowler, J. (2024). Students' Perspectives of Social and Emotional Learning in a High School Physical Education Program, *Journal of Teaching in Physical Education*, 1-8. doi:[10.1123/jtpe.2023-0090](https://doi.org/10.1123/jtpe.2023-0090).
20. Oppi, P., Eisenschmidt, E., and Stingu, M. (2023). Seeking Sustainable Ways for School Development: Teachers' and Principals' Views regarding Teacher Leadership, *International Journal of Leadership in Education*, Vol. 26, No. 4, 581-603. doi:[10.1080/13603124.2020.1849809](https://doi.org/10.1080/13603124.2020.1849809).
21. Vlahou, A., Hallinan, D., Apweiler, R., Argiles, A., Beige, J., Benigni, A., Bischoff, R., Black, P. C., Boehm, F., Céraline, J., Chrousos, G. P., Delles, C., Evenepoel, P., Fridolin, I., Glorieux, G., van Gool, A. J., Heidegger, I., Ioannidis, J. P. A., Jankowski, J., Jankowski, V., Jeronimo, C., Kamat, A. M., Masereeuw, R., Mayer, G., Mischak, H., Ortiz, A., Remuzzi, G., Rossing, P., Schanstra, J. P., Schmitz-Dräger, B. J., Spasovski, G., Staessen, J. A., Stamatialis, D., Stenvinkel, P., Wanner, C., Williams, S. B., Zannad, F., Zoccali, C., and Vanholder, R. (2021). Data Sharing Under the General Data Protection Regulation, *Hypertension*, Vol. 77, No. 4, 1029-1035. doi:[10.1161/HYPERTENSIONAHA.120.16340](https://doi.org/10.1161/HYPERTENSIONAHA.120.16340).
22. Leithwood, K., Sun, J., and Schumacker, R. (2020). How School Leadership Influences Student Learning: A Test of "The Four Paths Model", *Educational Administration Quarterly*, Vol. 56, No. 4, 570-599. doi:[10.1177/0013161X19878772](https://doi.org/10.1177/0013161X19878772).
23. Zubaidi, A., and Ridlo, M. 'Ainur. (2023). Existence of Islamic Boarding Schools: Efforts to Build a Modern Education Mindset, *Edunesia: Jurnal Ilmiah Pendidikan*, Vol. 4, No. 2, 749-762. doi:[10.51276/edu.v4i2.383](https://doi.org/10.51276/edu.v4i2.383).
24. Anshori, A., Solikhah, N. A., Aqli, D. R., Musyafa', M. A., and Apriyanto, S. (2022). Dynamics and New Paradigm of Islamic Education in Indonesia, *Scaffolding: Jurnal Pendidikan Islam Dan Multikulturalisme*, Vol. 4, No. 2, 232-245. doi:[10.37680/scaffolding.v4i2.1573](https://doi.org/10.37680/scaffolding.v4i2.1573).
25. Hanafi, Y., Taufiq, A., Saefi, M., Ikhsan, M. A., Diyana, T. N., Thoriquttyas, T., and Anam, F. K. (2021). The New Identity of Indonesian Islamic Boarding Schools in the "New Normal": The Education Leadership Response to COVID-19, *Heliyon*, Vol. 7, No. 3, e06549. doi:[10.1016/j.heliyon.2021.e06549](https://doi.org/10.1016/j.heliyon.2021.e06549).