

MANAGEMENT OF ISLAMIC BOARDING SCHOOL PROGRAMS IN CHARACTER FORMATION DURING SOCIETY 5.0 ERA AT MTS NEGERI 1 KEBUMEN

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Abstract

In Indonesia, Islamic educational institutions offering boarding education extend beyond traditional pesantren. Currently, madrasahs have adopted boarding school systems referred to as Islamic Boarding School (IBS) programs. IBS is considered a viable solution to address the challenges of the modern era, serving as an alternative for parents seeking to provide their children with a strong religious education experience. This research employs a constructivist paradigm with a field research approach and a qualitative-descriptive method. The author utilizes observation, interviews, and documentation to collect and analyze data. The results indicate that the implementation of the IBS program in character formation during the Society 5.0 era at MTs Negeri 1 Kebumen is effective and efficient. This success is attributed to the managerial framework aligning with stages outlined in G. Terry's management theory, encompassing planning, organizing, executing, and monitoring

Keywords: Management, Islamic Boarding School, Society 5.0, Character, and Madrasah.

INTRODUCTION

Character formation is mandated by Presidential Regulation No. 87 of 2017 concerning Character Education Strengthening. The goal is to prepare students to become the golden generation by 2045, emphasizing character cultivation as the core essence of education (Mustofa & Setiyowati, 2021). Achieving this objective poses a significant challenge for educational institutions in the Society 5.0 era.

Characteristics of the generation in the Society 5.0 era include internet addiction, self-confidence, high self-esteem, openness, flexibility, tolerance for

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change, as well as significantly higher levels of education and knowledge compared to previous generations. The successor generation in the Society 5.0 era has distinct characteristics, being equipped with gadgets and considering the internet a basic necessity since their school days. This has led to a high dependency on the use of digital information media (Pihar, 2022).

As a consequence, the transformation of educational units related to competencies, values, culture, and mindset may be ineffective due to the diverse impact of information openness. Meanwhile, the limited time for the learning communication process conducted by schools and madrasahs is a factor that makes children trust information about values from the internet rather than from their teachers. On the other hand, there is an imbalance in the massive circulation of information with limited anticipation. Therefore, there is a need for intensive guidance in the form of continuous monitoring for 24 hours (Siswoyo & Fatimah, 2022).

Among the solutions that can be offered is the implementation of a boarding school education model. The presence of Islamic boarding schools has provided an educational alternative in preparing scholarly capacity as well as character development (Rahman, 2022). In general, the purpose of developing the boarding school education model is almost the same as the purpose of the existence of Islamic boarding schools (Khambali et al., 2022), namely instilling character education in the midst of the information openness in the Society 5.0 era.

In response to this educational phenomenon, MTs Negeri 1 Kebumen attempts to implement a boarding school education system through the Islamic Boarding School (IBS) program. It is noted that initially, MTs Negeri 1 Kebumen became the only public boarding school in Central Java, precisely in 2016. Since its implementation, the IBS program has been created with its own management structure but still under the coordination of the Madrasah Principal. The reality mentioned above is actually a unique situation, as in the past, Islamic boarding schools were eager to establish formal schools. However, at the same time, formal schools, in their interest in shaping student character, imitate the boarding school system that is characteristic of Islamic boarding schools.

Based on this background, the author is interested in researching how management implementation contributes to character formation in the IBS program during the Society 5.0 era at MTs Negeri 1 Kebumen. What are the inhibiting and supporting factors in the implementation of the IBS program management? Therefore, the author is interested in conducting this research with the title 'Islamic Boarding School Program Management in Shaping Character in the Society 5.0 Era at MTs Negeri 1 Kebumen.'

Several similar studies have been conducted previously, specifically related to character education development in boarding schools and its challenges in the Society

5.0 era. The results of these studies have proven that the boarding school system effectively shapes students' characters to be stronger.

Among the similar studies conducted earlier is the research by Purwanto et al. (2021). The results showed that pondok pesantren education with a boarding school model plays a significant role in shaping the mentality and religious ideology of the community. The similarity with the author's research is the focus on the boarding school system, with the specific difference being the author's choice of the boarding school system applied at MTs Negeri 1 Kebumen.

Another study by Laela Rahmawati et al. (2022) found that pesantren, through the boarding school system, can develop the character of students, making them religious, honest, disciplined, independent, appreciative of achievements, friendly, communicative, peace-loving, environmentally conscious, hardworking, democratic, curious, fond of reading, and responsible. The similarity with the author's research is the pattern of character development through boarding school education, with the specific difference being that the subject of character development is within an educational institution under madrasah management.

Subsequently, a similar study was conducted by Ahmad Fatah, et. al. (2023) . The results showed that the educational process conducted in the form of a boarding school can instill nationalism and prevent radicalism. The similarity with the author's research is related to the development of character with a patriotic nature, while the specific difference is that the author will investigate social character built through the application of the boarding school system.

Furthermore, the study conducted by Dyah Nurwidyaningrum, et. al. (2022) found that the mentoring pattern using the boarding school system implemented during the pandemic effectively instilled a sense of responsibility and discipline in preventing Covid-19. The similarity with the author's research lies in the effectiveness of the boarding school system in developing an individual's character. However, the specific difference is that the author focuses on a formal educational institution as the subject. Based on the results of previous research, the author did not find significant similarities related to this study.

RESEARCH METHOD

The research approach employed in this study is qualitative-descriptive, utilizing field research methods. Generally, field research is defined as a study based on the facts occurring within the research object (Sugiyono, 2013). Data collection techniques include participant observation, in-depth interviews, and documentation. Data validity in this research is ensured through the triangulation of data and sources. The data analysis technique follows the flow model popularized by Miles and Huberman, involving data reduction, data presentation, and verification or drawing conclusions (Miles, 2005).

RESULT AND DISCUSSION

Management Concept

Management, in its understanding, is seen as a distinctive process consisting of planning, organizing, directing, and controlling actions carried out to determine and achieve predetermined goals through the utilization of human and other resources. George R. Terry emphasizes that there are specific functions within the management process that can be undertaken as stages (Terry, 1993).

Planning is the first function, involving the selection and connection of facts using assumptions about the future to visualize and formulate proposed activities needed to achieve desired results. Planning includes decision-making activities, as it involves choosing alternative decisions. Planning sources include vision and mission, organizational policies, monitoring results, future needs, continuous studies, and initiatives from within or outside the organization.

Organizing is the second function, involving the division of tasks, authority, and responsibility. The organizing function aims to distribute tasks, coordinate work, prevent overlapping, streamline processes, and clarify responsibilities. The organizing process fundamentally includes task limitation and summation, grouping and classification of tasks, as well as delegation of authority (Suhendra, 2008).

Actuating, as the third function, is the effort to move or direct manpower and utilize existing facilities to collectively carry out work. The implementation phase is an attempt to motivate group members in such a way that they desire and strive to achieve previously established targets.

This literature review provides a foundational understanding of management concepts, highlighting planning, organizing, and actuating as essential functions in achieving organizational goals.

Controlling, as the fourth function, means determining what has been implemented. This involves evaluating job performance and, if necessary, implementing corrective actions to ensure that the results align with the previously laid-out plans (Terry, 1993).

Character Formation in the Society 5.0 Era

The term "character" originates from the Greek word "character," which means to sharpen or deepen. In the Poerwardarminta dictionary, character is defined as one's nature, disposition, psychological traits, and moral or ethical qualities that differentiate an individual from others. Positive character traits include honesty, justice, courage, and compassion. Character can also be understood as a series of attitudes, morals, or an individual's personality formed through the internalization of

various virtues believed in, serving as a foundation for one's perspectives on thinking, behaving, and acting (Majid, 2011).

However, character doesn't develop on its own; it is consciously and intentionally built based on one's identity. In the context of education, character education aims to develop abilities and shape the character and dignity of the nation to enlighten the nation's life. This aligns with the national education function, instilling values identified from religious, Pancasila, cultural sources, and the goals of national education (Yahya, 2020).

These values include religiosity, honesty, tolerance, discipline, hard work, creativity, independence, democracy, curiosity, nationalistic spirit, love for the homeland, appreciation for achievements, friendliness, communicativeness, love for peace, love for reading, environmental care, social concern, and responsibility.

As for the Society 5.0 era, it is a concept initiated by the Japanese government. The Society 5.0 concept isn't limited to manufacturing; it also addresses social issues with the integration of physical and virtual spaces to assist society in achieving a better life. Simply put, the Society era is interpreted as a human-centered and technology-based societal concept, representing a new societal order that encompasses all aspects of life, including health, information, communication, transportation, urban planning, agriculture, industry, and education (Faruqi, 2019).

In the realm of education, the Society 5.0 era should rightfully emphasize character education, morality, and exemplary behavior (Yuniarto & Yudha, 2021). This is because while knowledge can be replaced by technology, the application of both soft skills and hard skills by each student cannot be substituted by technology.

Islamic Boarding School (IBS) Program at MTs N 1 Kebumen

The Islamic Boarding School (IBS) program was first implemented at MTs Negeri 1 Kebumen in 2016. Currently, the implementation of the IBS program boasts very adequate and complete facilities and infrastructure. MTs Negeri 1 Kebumen has 4 dormitory buildings, consisting of 3 buildings for female students and 1 building for male students. Each dormitory is equipped with highly representative supporting facilities. Regarding IBS program learning, the implementation takes place in the respective classrooms during general lessons (Documentation of the Islamic Boarding School Program MTs Negeri 1 Kebumen 2023).

In terms of the number of educators, the IBS program at MTs Negeri 1 Kebumen is conducted by a total of 31 individuals. Specifically, the IBS program is managed by 6 main caregivers residing in the dormitories. Regarding classes, the IBS program has 8 separate classes, including; class 7 with Tahfidz, language, and religious texts; class 8 with Tahfidz, language, and religious texts; and class 9 with a special program for religious texts and *Tahfidz* (Documentation of the Islamic Boarding School Program MTs Negeri 1 Kebumen 2023)..

As for the students (IBS students), the number tends to be very limited, with each class restricted to 32 students. The IBS students are selected from the outstanding students of MTs Negeri 1 Kebumen. The total number of students at MTs Negeri 1 Kebumen is recorded as 832 children from 26 classes, with only a portion participating in the IBS program. This program has three main agendas: Tahfidzul Quran, language, and religious texts (Documentation of the Islamic Boarding School Program MTs Negeri 1 Kebumen 2023).

In its implementation, the IBS program has its own structure and management. However, everything included in this structure is under the management of the school principal. Therefore, even though each program has its own management, the facilities and infrastructure used are part of MTs Negeri 1 Kebumen (Documentation of the Islamic Boarding School Program MTs Negeri 1 Kebumen 2023).. In its administration, the IBS program is designed like a modern Islamic boarding school, but with a curriculum resembling that of a traditional Islamic boarding school (*salaf*).

Discussion

The implementation of management in character formation in the IBS program during the Society 5.0 era at MTs Negeri 1 Kebumen is based on the managerial theory developed by G. Terry, which involves planning, organizing, implementing, and controlling (Terry, 1993). Each of these stages will be explained as follows:

Firstly, the planning stage in the IBS program at MTs N 1 Kebumen can be observed based on its model. In this stage, the character formation process is accumulated in the IBS curriculum, including the schedule of student activities, planning the distribution of IBS teaching assignments, duty assignments, and planning rules in the dormitories for both male and female students. The planning process is guided by the school's vision and mission, ensuring that the madrasah's objectives are fully implemented in the IBS program. Simply put, the implementation of the boarding school system is designed in a modern way, but its character internalization content is filled with the study of classical Islamic knowledge known as the yellow book. Classical Islamic books include *`al nahwu*, *amstilatut tasrifiyah*, *al-muthala'ah al-arabiyah*, *ta'lim muata'alim*, *durus al-lughah al-arabiyah*, *muhadharah*, *al-mabadi' al-fiqhiyah*, *khulashoh al-aqin*, *al-arbain an-nawawi*, and *al-'imriti*.

These classical Islamic books mostly contain messages about religious values, honesty, tolerance, discipline, hard work, appreciation for achievements, friendliness, communicativeness, love for peace, love for reading, environmental care, social concern, and responsibility. Other built characters include creativity, independence, democracy, curiosity, nationalistic spirit, and love for the homeland.

The second stage of organizing the IBS program at MTs N 1 Kebumen is designed to be implemented by creating a complete organizational structure with the division of tasks, responsibilities, and authorities to focus on managing the IBS

program. This is intended to ensure that the character formation process in the IBS program can be realized and ingrained systematically in the students. In general, the essence of organization involves task division, authority allocation, and responsibility assignment. The organizational functions include task allocation, coordination, prevention of overlapping, facilitation of workflow, and clarification of responsibilities.

The IBS management structure aims to focus on shaping the students' character. The structure includes: (a) General Supervisor, namely the head of the madrasah; (b) Technical Supervisor, including the curriculum vice principal, core executives, and sections that technically handle curriculum, independence, household, facilities, public relations, academic quality assurance, religious studies, books, student mentors, foster mothers, cooks, and hygiene.

The involvement of the academic community of MTs N 1 Kebumen in the comprehensive management of the IBS program has a positive impact. It extends beyond the core structure, actively involving the entire madrasah, including teachers, parents, ustadz (dormitory teaching staff), and dormitory mothers. The organizational pattern at MTs N 1 Kebumen successfully utilizes sociological potential by being surrounded by Islamic boarding schools.

Ustadz figures with a background in Islamic boarding schools are appointed as instructors and contribute to character formation in management. In their role, ustadz also serves as a role model in the era of Society 5.0. Similarly, the figure of the dormitory mother who cares for IBS students is not only chosen from teachers but also includes some from IAINU Kebumen students. They are selected based on their experience and mastery of various dormitory-related fields.

The third stage, the implementation phase of the IBS program at MTs N 1 Kebumen, is designed to align with the established curriculum. Character formation is mandatory during the teaching and learning activities. Additionally, character development occurs outside the classroom through daily scheduled activities in the respective dormitories.

As an example, religious character is formed through the habit of performing congregational prayers, studying religious texts, and commemorating significant Islamic events. Additionally, a sense of camaraderie is fostered during communal work or roan activities every Sunday. Discipline is instilled through punctual prayers and timely class attendance. Furthermore, independence is cultivated by training oneself to take care of personal needs, such as doing one's own laundry and more.

Nevertheless, the values of character and ethical principles formed in various ways, when transformed intensively, will undoubtedly influence the students' reasoning. This will have a profound impact, ultimately internalizing in their thoughts and behaviors. The intensity of character embodiment and ethical values internalized in students will equip them with experiences and knowledge to face the information freedom era of Society 5.0.

Fourthly, the supervision stage of the IBS program at MTs N 1 Kebumen is generally designed to utilize CCTV technology. The IBS dormitories at MTs Negeri 1 Kebumen are equipped with CCTV devices in every corridor and specific rooms. The CCTV control center for the boys' dormitory is located in the boys' dormitory monitoring room, while for the girls' dormitory, the control room is in the girls' caregiver's room.

Moreover, more intensive supervision is carried out by the administrators in each dormitory. In some instances, the head of the madrasah also supervises all IBS activities, either through visits to each dormitory or via CCTV. This is done indirectly by the head of the madrasah, as they essentially reside in the MTs Negeri 1 Kebumen area. This then encourages students to always display good manners, courtesy, and honesty wherever they are.

Supervision is essential to ensure that all management, plans, and activity implementations achieve their goals efficiently. It also serves as a benchmark for decision-making in the improvement process. Supervision means determining what has been implemented, evaluating job performance, and implementing corrective actions if necessary. This ensures that the results align with the planned objectives.

CONCLUSION

Based on the findings and explanations mentioned earlier, it can be concluded that the implementation of the Islamic Boarding School (IBS) program management in shaping character in the era of Society 5.0 at MTs Negeri 1 Kebumen is running well and efficiently. This conclusion is based on the form of managerial implementation patterns that have been carried out in accordance with the stages outlined in the managerial theory developed by G. Terry, which include planning, organizing, executing, and supervising.

In the planning stage, the IBS program management is realized through a modernization model and its content through the teaching of classic books. In the organizing stage, the IBS program management is realized in the form of a complete organizational structure, including the role of an ustadz as a role model and a dormitory mother as a companion. In the execution stage, the IBS program management is realized through daily activities. Meanwhile, in the supervisory stage, the IBS program management is implemented through CCTV, school head visits, and direct supervision by dormitory administrators

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