

Educational Management in Islamic Boarding Schools: Enhancing Students' Religious Character in Indonesian Senior High Schools

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ABSTRACT

Religious character development in students is a central goal of Islamic education, particularly within institutions adopting a boarding school-based management model. This study investigates how such a model supports the cultivation of students' religious character at SMA Muhammadiyah 2 Sidoarjo, East Java. Using a qualitative case study approach, data were collected through observation, interviews, and document analysis. The study focused on three core aspects of educational management: planning, implementation, and evaluation, within the boarding school context. The planning process aligns closely with the school's vision, mission, and institutional goals, incorporating character values such as discipline, responsibility, independence, politeness, and religious worship. Implementation involves the integration of these values across all school activities, including formal subjects, extracurriculars, daily routines, and role modeling by teachers and boarding supervisors. Evaluation is conducted through supervision, identification of challenges, reporting, and formulation of follow-up actions, ensuring continuous improvement in character formation. Boarding school-based education management creates a structured and spiritually enriched environment that reinforces students' moral and religious development. By embedding character education within all aspects of school life, the model fosters sustainable internalization of Islamic values. This integrated approach proves effective in cultivating religious character through habit formation and consistent reinforcement.

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1. INTRODUCTION

Education plays an important role in human life. With a structured and planned strategy, education aims to develop students' potential, improve skills, instill religious values, and equip them in various aspects, both physical, spiritual, and other abilities needed to carry out their roles in the future (Susanti et al., 2024; Setiadi et al., 2024). In Indonesia, boarding school-based education with a dormitory system strategically forms students' religious character more intensively than in public schools. This system allows for the development of morals, discipline, and religious values in an integrated manner in everyday life (Fadhlorrohman & Najiah, 2024). Effective education management allows the boarding school system to create an environment conducive to in-depth and sustainable religious learning, from supervising religious activities to integrating Islamic values into the curriculum and school culture (Setyawan et al., 2023). Hopefully, this can provide recommendations for schools, teachers, and policymakers to develop an education model based on religious values in building an academically intelligent young generation with a strong religious character in their daily lives (Ulum & Asy'arie, 2024).

Seeing the challenges of the modern era that present various negative influences on the morals and character of students, the dormitory-based education management system can strengthen religious character (Sahid et al., 2021). Multiple challenges in education management can hinder these achievements (Bandur, 2012), in the context of boarding school-based education. One of the main problems is the lack of effectiveness in managing religious education programs, both in curriculum and extracurricular activities supporting religious values (Bush & Ng, 2019). In addition, the quality of educators and caregivers is also an important factor. Some boarding school systems face limitations in getting teachers who are not only academically competent, but also have exemplary religious practices in the boarding environment is also often a challenge, especially in ensuring that students apply religious values in their daily lives (Hanafi et al., 2021; Puad & Ashton, 2021). On the other hand, other problems, such as the lack of synergy between schools, parents, and the community in supporting the formation of students' religious character. Without good cooperation, the values taught in boarding schools may not be sustainable after students return to the environment outside the school, so the goal of forming a religious character can be achieved optimally (Komariah & Nihayah, 2023).

Management is a continuous process that includes planning, organizing, implementing, and supervising by utilizing all available resources optimally and efficiently to achieve predetermined goals (Musfah, 2015). Meanwhile, education management is the process of planning, organizing, directing, and controlling educational resources to optimally and efficiently achieve academic goals (Mulyasa, 2011; Shofiyyah et al., 2023). The goal is to develop all the potential in the individual, both morally, mentally, and physically, to give birth to a mature, responsible, and noble character (Fandi et al., 2024). In addition, the principles in education management include curriculum management, educators, students, finance, facilities and infrastructure, public relations, and special services (Setiadi et al., 2024). In its implementation, education management must consider several important aspects, such as productivity, democratization, cooperation, effectiveness, and efficiency (Wulandari, 2021). Some of the functions of education management must include the main activities carried out by managers or leaders in the management process. Provides planning, organizing, mobilizing, and controlling (Pananrangi, 2017).

The boarding school system is a learning model where students undergo the learning process while living in a dormitory with direct supervision and guidance from the school. This can be interpreted as a school with a boarding system (*pesantren*) or schools that provide residential facilities for students (Hansen, 2015; Ma'ruf et al., 2024). This board-based education combines the school and boarding education system, where students receive 24-hour learning and training. This model has advantages in forming students who are faithful, devout, and ready to live independently in society (Yanti et al., 2021). Some of the characteristics of the boarding school education system can be seen in terms of social, economic, and religious spirit (Solihin et al., 2020). Meanwhile, religious character education plays an important role in shaping students' personalities based on spiritual values.

Integrated learning teaches students to be noble, disciplined, and responsible. Character education is the core of education in shaping a whole human being to develop individuals to be better in knowledge, attitudes, and skills (Taufik, 2020). In addition, character education aims to improve the quality of student learning processes and outcomes, focusing on the formation of noble morals by the competency standards of graduates at each level of education (Mujahid, 2021).

So far, several studies onboarding school-based education management in improving students' religious character have three main tendencies. First, the study of the education management system (Camilleri & Camilleri, 2022). Where research that focuses on the education management system in boarding schools is applied effectively in shaping the religious character of students, this includes education management, including planning, organizing, implementing, and supervising learning programs and religious activities oriented towards the formation of noble morals (Badrun, 2024; Solihin et al., 2020; Susanto et al., 2023). Second, research on religious character development strategies (Luthfiyana et al., 2021). The boarding school-based education system has the advantage of providing intensive character education through habituation of worship, Islamic studies, and 24-hour supervision in an environment based on religious values. It explores the methods schools use in instilling religious attitudes and discipline in students (Huang & Asghar, 2021; M. Fajar Sidik et al., 2024; Muid et al., 2024). Third is a study on the effectiveness of implementing religious values in students' lives. This study analyzes how educational management in boarding schools can create an environment that supports the application of religious values in students' daily lives, both at school and when returning to society (Chanifah et al., 2021; Karim et al., 2025; Umiarso & Muhammad Qorib, 2022).

Overall, no research specifically discusses boarding school-based education management in improving students' religious character. Therefore, this article offers a new theoretical concept and fills in the gaps of previous research, which can be used as a reference for future research. This research is expected to make a significant contribution, both at the national and global levels, in introducing pesantren-based education management approaches in shaping the religious character of students in daily life. Thus, students are expected to be able to appreciate and preserve cultural values without ignoring them amid the increasingly rapid progress of the times.

As explained above, this study aims to identify the concept of boarding school-based educational planning in improving students' religious character. Then the researcher analyzed the implementation and evaluation of dormitory-based education in enhancing the spiritual character of students. This study was conducted at SMA Muhammadiyah 2 Sidoarjo, East Java. This research was carried out as a form of contribution to developing a superior pesantren-based education system that is increasingly being implemented, especially at the high school level. Currently, many students from outside the city choose to live around the pesantren to be able to pursue education. Even more interesting is the diversity of students from various regions in Indonesia, from Sabang to Merauke, with different backgrounds to form students' character comprehensively and holistically.

2. METHODS

This research is a field study, a type of case study employed with a qualitative approach. In this study, research is conducted in real-world conditions to identify the source of data in the field. Therefore, the field method is used in this study, whose objective is to identify the symptoms or events that occur in the activities of the school environment in planning the dormitory system to create religious character education. To obtain in-depth data on Islamic boarding school-based education management in improving the spiritual character of students. This research is designed qualitatively to get data in the field according to existing conditions objectively. This research was conducted for twelve months, from March 8, 2023, to February 17, 2024. Each interview lasts for approximately 1-2 hours. Not only that, the researcher also made observations in the school environment at SMA Muhammadiyah 2 Sidoarjo, East Java.

The primary data obtained in this study are from observations, interviews, cultural documentation, and traditions of the Lampung community. Meanwhile, secondary data is obtained

from various journal literature, books, school regulations, and the like that discuss related research topics. Then, the main data in this study was obtained through communicating and receiving information directly through the principal of SMA Muhammadiyah 2 Sidoarjo, namely Ustadz M. Zainul Arifin, S.Kom., M.M.; The Vice Principal of the Muhammadiyah Islamic Affairs School (ISMUBA) is Ustadz Misbach, M.Pd; The caregiver or *mudir* of the boarding school dormitory is Ustadz Ali Murtadho; Musyrif or dormitory companions, namely Ustadz Bilad and Ustadzah Intan; and Mrs. Wiwik Sulistiyowati as the quality assurance team, as well as community leaders, namely Mr. Gundari S.Sos., M.Si. This is intended to obtain comprehensive and complete research data and be used for data analysis during the research process, ranging from observation or pre-research, implementation of research activities, to analysis and consultation or post-research.

Then, the analysis of this study uses a model, namely data reduction, data presentation, and conclusion drawing (Miles et al., 2014). First, data reduction. This stage reduces the selection process, focusing on simplifying and transforming coarse data that emerges from written records in the field. The data reduction in this study was carried out after obtaining observation and interview data. Second, presentation data. This process is carried out at the stage of presenting data from the acquisition of observations and interviews with research informants through research resource persons with the conclusions drawn. Third, conclude. This last stage is by writing a brief conclusion from the review of field notes to be used as an answer to the research topic.

3. FINDINGS AND DISCUSSION

3.1 *The Concept of Boarding School-Based Education Management in Improving Students' Religious Character*

3.1.1 Problem Identification

Based on the information obtained, many students come from outside the city, so they choose to live in dormitories around the school. This raises concerns for the school, especially due to several factors, such as the lack of direct supervision from parents, the rampant cases of violence in the Sidoarjo area, the increasing humanitarian crisis, as well as the high crime rate, and various other problems. As explained by Ustadz Bilad, one of the dormitory *Musyrif*.

"In the past, many students here lived in boarding houses because their homes were far away, even as far as Sulawesi and Iran, so the leadership created a boarding school program for them to maintain supervision and daily behavior because they were far from their parents. Now, there are also many cases of sexual harassment, motorcycle gangs, drinking alcohol, and the like". For this incident, the school was finally sent to build a dormitory as a way out of these various problems.

3.1.2 Holding a Meeting

Based on identifying the problem, the school asked the committee to provide direction regarding establishing a dormitory at SMA Muhammadiyah 2 Sidoarjo. Based on the results of the deliberation conducted on August 8, 2017, it was determined that the formation of a dormitory construction committee was, as told by Ustadz Fajar Waka ISMUBA when met by researchers in the school guest room.

"The same thing, the boarding school-based school policy can be proposed by several teachers so that we, as WAKA ISMUBA submitted it to the higher-ups until finally it was agreed with several existing problems, so the problem outside the school even though it is a boarding house but very close to the school so that they are afraid to do negative things such as drinking. Drunkenness, gambling, racing, and so on." Based on Ustadz Fajri's presentation, the school always coordinates (deliberation) in every decision-making. This is done so that every policy taken results from a mutual agreement.

3.1.3 Determination of Vision, Mission, and Goals

The efforts made by the team are to determine the vision, mission, and goals of the boarding school system. The boarding school's mission and vision align with the mission, vision, and objectives of the Muhammadiyah 2 Sidoarjo Senior High School, which is superior and has character, as explained by Ustadz Ali.

"So far, we have always carried out the vision, mission, and goals following the school so that there are no differences or mistakes in determining where this program will be directed in the future; so in the past, there have been differences in goals, but it turns out that the superiors are not pleased with it, so we conduct a review to carry out the vision, mission, and goals to make the program better." As explained by Ustadz Ali, it is emphasized that a vision, mission, a goal must always be parallel and in line with the institution's goals.

3.1.4 Resource Allocation

The principal then appointed and gave full authority to Ustadz Ali Muhtado to manage the dormitory. Ustadz Ali appointed several boarding school management team members, including Ustadz Bilad and Ustadz Rizal, as assistants for the boys' dormitory and Ustadzah Intan and Ustadzah Farah as assistants for the girls' dormitory. As said by Ustadz Rizal as a companion of the men's dormitory.

"Ustadz Ali invited us to participate in wisdom in managing this dormitory. He asked us to make a handbook, rules, and all sorts of things related to this dormitory." In line with what was conveyed by Ustadzah Intan: *"So, initially we were Indonesian mapel teachers, then Ustadz Ali appointed us to be a companion in the women's dormitory, he said he intended to serve so that we both get the pleasure of Allah SWT."*

3.2 Implementation of Boarding School-Based Education Management in Improving Students' Religious Character

3.2.1 Program Socialization

Starting the implementation of the boarding school system, the dormitory assistants, accompanied by caregivers, provide socialization to students related to regulations, activities, and various things about the duties and obligations of students in the dormitory (boarding school). This is intended so that there is no error in the information received by students and they can carry out their duties and obligations properly, as narrated by Ustadz Bilad.

"We don't necessarily do the rules, but we socialize to students that what can be done and what should not be done, including the violation, the whole thing that we socialize to the students to know that, sir, as their basic knowledge that each place has its directions and goals and that students understand sir and they when they understand, and this is done well." Therefore, socialization is important to be carried out to create order in a system.

3.2.2 Setting an Example

At the Boarding School of SMA Muhammadiyah 2 Sidoarjo, developing character education values is pursued by example, as the researcher interviewed Ustadz Ali as the Mudir or the Chairman of the boarding school caregiver at SMA Muhammadiyah, as follows.

"The formation of character values in the Boarding School is based on the values of the Qur'an and Sunnah Nabawiyah such as exemplary (uswatun hasanah), trustworthiness, honesty, discipline, habituation, clean living, communicative, intelligent which of course cannot be separated from the values of a good and correct national character, such as a sense of responsibility, caring, perseverance, courage, mutual respect for others, of course cannot be separated from a conducive atmosphere."

From the interview with the researcher with Ustadz Ali as the Mudir or caretaker of the boarding school of SMA Muhammadiyah 2 Sidoarjo, who, of course, knows the direction of the mission, vision, and goals of the boarding school of SMA Muhammadiyah 2 Sidoarjo, who always gives *uswatun hasanah* (setting a good example) for all school residents, lay down character values based on the Qur'an and Sunnah of Nabawiyah, lived carefully and practiced in daily life.

3.2.3 Religious Character Culture

The implementation of religious character cultivation is carried out in an integrated manner into the preparation of several learning tools in the curriculum set by the school. The integration of character education is written about what character is to be formed, or it is not written (explicitly) on the learning indicators used. The researcher tried to interview Ustadz Zainul Arifin, a Muhammadiyah 2 Sidoarjo High School student, about the cultivation of religious character.

"The cultivation of religious character is integrated in every subject. Learning materials related to character values in each subject. This program refers to cultivating or financing the values of religious character, good manners, friendliness, curiosity, love of reading, creativity, innovation, cooperation, discipline and hard work and others in daily life."

3.2.4 Activity Adjustment

Several programs that are carried out to improve the religious character of students are adjusted to the existing situation and conditions due to several changes and developments in technology and science, as exemplified by Ustadz Bilad as follows.

"In addition to having a program that has been determined at the beginning, sometimes there are additional programs, this is an incidental or sudden adjustment, usually children who ask for a sir, ustadz are taught to make a website. Finally, when the proposal is approved, we will arrange it for the caregiver and Waka Ismuba. We hold these activities, and there are still many such activities."

3.3. Evaluation of Boarding School-Based Education Management in Improving Students' Religious Character

3.3.1 Doing the Guardianship

The supervision of religious character education at SMA Muhammadiyah 2 Sidoarjo is carried out periodically, as explained by Ustadz Bilad at the Musrif boarding school at SMA Muhammadiyah.

"Five stages were carried out to measure the success of the implementation of religious character education at SMA Muhammadiyah 2 Sidoarjo. First, compiling value indicators that have been set and agreed upon together. Second, compiling assessment instruments. Third, recording indicator achievements. Fourth, conducting analysis and evaluation of instructors/teachers. Fifth, conducting follow-up."

As conveyed by Ustadz Misbah as WAKA ISMUBA regarding the evaluation and supervision of religious character education, as follows.

"Yes, sir, every year at the boarding school of SMA Muhammadiyah 2 Sidoarjo, there is an evaluation of the implementation of religious character education activities to find out which ones are less successful so that in the coming year, the development of character values that have not been successful will be the main focus to be improved, while the supervision carried out by monitoring student activities such as Qur'an study activities, Parents of students are also involved in supervision, because parents of students are required to document all incidents experienced by their children related to the established religious character education values."

Guardianship is carried out by monitoring the activities of students/students; for example, in Qur'an study activities, parents/guardians of students/students are also involved in supervision because parents/guardians of students/students are obliged to sign, all events are carried out by children related to the educational values of religious character that are set. Supervision is carried out by involving the dormitories as revealed by Ustadz Naimul WAKA Student Affairs, stating that it is related to the supervision and evaluation of the implementation of religious character education.

"Look, sir, there must be supervision and evaluation of the implementation of religious character education; the success of religious character education can be carried out at the time of the distribution of learning outcomes. The success of supervision of religious character education can be seen in the learning outcomes, where at the time of taking the report card, parents of students and teachers can discuss the development of children's religious character, both values (sincerity, trust, tawadhu'an, obedience, trust, and istiqomah), exemplary, caring for the environment, love of cleanliness, honesty, discipline, communicativeness, and responsibility, so that parents or guardians of students can Freedom to convey child development."

3.3.2 Identification of Obstacles

Problems arising from the implementation process or implementation of the program are identified in detail based on the findings that appear in the field. This activity is carried out by involving dormitory assistants through regular mentoring, as done by Ustadz Bilad.

"My activity is that if I don't teach, I will be in the dormitory because the dormitory is provided with a message for the family so they can always accompany the students; the problem still exists, sir. Yes, if men usually violate smoking, it is the most frequent offense, but yes, we still remind them well without violence." As carried out by Ustadz Bilad, the absence of violent sanctions is an action by the regulations set by the boarding school caregivers at SMA Muhammadiyah.

3.3.3 Reporting Generation

Reporting on the achievements of the implementation of the program is submitted to the dormitory caregivers through a written document based on the results of the deliberations of the companions. The next reporting document was also deliberated with the deputy head of ISMUBA affairs to further ask for directions from the principal; Ustadzah Intan has conveyed this.

"So this is the case: for the report, we deliberate with our companions, and we continue to convey it to Ustadz Ali as the caretaker of the dormitory. Later, Ustadz Ali invites Ustadz Misbah to discuss the story with us. I am the secretary at this boarding school, so I am usually assigned to type the report or make it."

3.3.4 Formulation of Recommendations and Follow-up

Based on the results of the evaluation that has been carried out, a formulation is then made in the form of recommendations to follow up on the implementation of the boarding school program at SMA Muhammadiyah 2 Sidoarjo. Ustadz Ali said that.

"We from the companions felt saluted, sir, because they, in addition to evaluating the activities of the students, also gave proposals to us as leaders on how they wanted this boarding school program to make it more advanced and better; we were very grateful for the help from these companions."

Based on the research data that has been presented, boarding school-based education management in shaping students' religious character can be explained in more detail through the following table.

Table 1. Research Findings

No	Research Focus	Research Findings
1	The concept of boarding school-based education management planning in improving students' religious character	a. Problem Identification b. Conduct Deliberations c. Determination of Vision, Mission and Objectives d. Resource Allocation
2	Implementation of boarding school-based education management in improving students' religious character	a. Program Socialization b. Giving an Example c. Religious Character Culture d. Adjustment of Activities
3	Evaluation of boarding school-based education management in improving students' religious character	a. Conduct supervision b. Identification of Obstacles c. Reporting d. Formulation of Follow-up Recommendations

Discussion

Concept of Boarding School-Based Education Planning

At SMA Muhammadiyah Sidoarjo, many students come from outside the city and live around the school. According to (Perry, 2022), Problem identification is a crucial early stage in research. When an educator finds a phenomenon that can solve the problem, the identification process can be done through observation or an initial survey. In educational institutions (Padil et al., 2025; Roy et al., 2020), Schools and teachers have an important role in identifying the issues students face to provide comprehensive solutions, especially in improving religious character education. Identifying problems that occur at school can be done through observation, discussion with students, and communication with parents or guardians. By understanding the issues that arise, schools can design the right strategies to shape students' religious character (Velandar et al., 2024). In addition, a conducive and supportive school environment must also be built so that students feel comfortable developing their spiritual character (Anisah, 2023; Fadhil Akbar et al., 2024). With accurate identification of problems and appropriate solutions, religious character education can be instilled more effectively so that students understand religious values and practice them in daily life.

Conducting Deliberation

Deliberation is a deliberative process to solve a problem well and wisely. Through deliberation, various commendable attitudes will grow, such as a sense of brotherhood, equal rights, mutual respect, not imposing will, and being able to understand and accept the opinions of others despite differences so that understanding of differences will be created (Asrori et al., 2025; Barton & Ho, 2021). The form of deliberative activities is an important step for schools and teachers in dealing with various problems that occur to students so that comprehensive solutions can be found (Ahmady & Shahbazi, 2020). With deliberations between teachers, school staff, students, and parents, the problems that arise can be analyzed more objectively and solved wisely. The school can determine more appropriate policies for shaping students' religious character, such as establishing a program of habitual worship, moral development, and more effective religious activities for open discussion that allows each party to express their opinions thoroughly (Lynch et al., 2021). On the other hand, deliberations involving students in character development discussions can be the main key to creating an educational environment based on religious values (Utari & Afendi, 2022).

Determining Vision, Mission, and Goals

According to (Maki, 2023), Vision is a statement that reflects an institution's description of the ideal conditions that it wants to achieve in the future. Although the formulation of the vision seems

difficult to realize, the vision is still the direction and goal to be achieved. Meanwhile, the mission is a statement that describes the current conditions being carried out in the form of a series of main tasks that have been set to achieve the goals that have been formulated. Opinion (Bucky et al., 2024), who stated that the mission and mission of the school are the main guidelines to attain educational goals, including in shaping the religious character of students. By having a clear vision, schools can determine the long-term direction they want to achieve, while missions serve as concrete steps that must be taken to realize that vision. When the vision and mission of the school are compiled collectively by the principal, teachers, and other education personnel, there will be harmony in every policy and program that is carried out (Mujahid, 2021). In addition, the mutually agreed vision and mission can be the basis for compiling programs for habituation of worship, strengthening morals, and religious activities that can shape students into individuals of faith, piety, and noble character (Asy'arie et al., 2024).

Resource Allocation

Resource allocation is determining and assigning the strategic use of resources available to carry out a task or project to support achieving goals. This process involves assigning resources, such as labor, equipment, budget, and time, to specific tasks to accomplish the goals efficiently (Kerzner, 2025). School resources that include educators, facilities, budgets, and time must be strategically managed to support student character formation based on religious values (Asy'arie et al., 2024; Mansir, 2019). Suppose the resource allocation process is well-planned and involves all related parties. In that case, the resulting solution will be more comprehensive and positively impact the development of students' religious character (Mariyana et al., 2024). In addition, the involvement of school principals and other education personnel in decision-making regarding resource allocation will ensure that the policies implemented are aligned with the school's vision and mission in shaping students' character with noble character (Sahid et al., 2021). With coordination and synergy in resource management, schools can create a conducive environment for learning based on religious values that can impact students' daily lives to the maximum (Kurniasih et al., 2025).

Implementation of Islamic Boarding School-Based Education Management Program Socialization

Program socialization is the initial stage in the program's implementation, where dormitory companions and caregivers provide understanding and direction to students related to regulations, activities, and various aspects related to rights and obligations while in the dormitory (Khalili & Orchard, 2020). With effective socialization, all parties, students, parents, and educators, can understand the objectives, rules, and mechanisms for implementing the program that has been prepared. This will help create a harmonious learning environment and align with the school's vision and mission of building student character based on religious values (Gawrisch et al., 2020). When schools and teachers work together in socializing the program, students will more easily understand the rights, obligations, and rules that must be followed, such as in the program of habituating congregational prayers, reading the Qur'an, and the discipline taught (Chabibi et al., 2025). In addition, socialization that is carried out in a structured manner and involves various parties will provide a more comprehensive solution to the challenges that arise in implementing programs that can develop more optimally in the school environment (Utari & Afendi, 2022).

Providing Exemplary Behavior

Exemplary is a way to achieve educational goals by providing a good example to students so that they can develop both physically and spiritually and have noble and correct morals (Subekti & Mutamakin, 2022). An example is not just a concept but a real action that can positively influence student development. In the school environment, teachers and educators must be exemplary in attitudes, words, and deeds that reflect religious values, such as honesty, discipline, patience, and responsibility (Kong et al., 2020). By creating a culture of exemplary, students will more easily absorb religious values in their daily lives. In addition, when schools and teachers jointly apply exemplary behavior in social interaction, the learning atmosphere will be more harmonious so that students will

feel comfortable and encouraged to imitate the good behavior exemplified by educators (Kurniasih et al., 2025). With a good example, students will have clear moral standards to build a solid religious attitude in the face of changing times that can improve religious character education for students (Ranam et al., 2021).

Cultivating Religious Character

The acculturation process aims to instill attitudes, knowledge, skills, and customs that develop in a society (Afif, 2022). In the context of forming a religious character, it is manifested through attitudes and actions that reflect obedience to the religious teachings they adhere to, an attitude of tolerance towards the implementation of other religious worship, and the ability to coexist in harmony with followers of different religions (Asy'arie et al., 2023). The importance of cooperation between teachers in creating an atmosphere that supports the sustainably strengthening of religious values. This effort can be realized by getting students used to regularly worshipping, providing education about the importance of tolerance between religious communities, and instilling mutual respect in daily life (Kurniasih et al., 2025). In addition, strengthening religious character needs to be supported by school policies that integrate religious values in all aspects of learning and extracurricular activities (Aziz et al., 2023). As role models, teachers must be able to reflect attitudes based on religious values through speech and actions. If this cultural process is carried out consistently, students will have a deeper awareness of practicing religious teachings and practicing them in community life (Muttaqin et al., 2024).

Activity Adjustments

School programs or activities are one of the strategies to increase learning effectiveness. Designing programs or activities that are interesting and by the needs of students will provide great benefits for those who can contribute to improving the quality of human resources and encourage students to be more active in various activities in the school environment (Dilekçi & Karatay, 2023). For example, extracurricular activities that contain spiritual values can also be a forum for students to develop religious attitudes more deeply. Students will get used to applying religious teachings through activities such as religious studies, worshipping together, and social programs based on spiritual values (Rozi & Hasanah, 2021). The active participation of schools and teachers ensures that these programs are not just a formality but contribute sustainably to the formation of students' character (Kurniasih et al., 2025). In addition, teacher cooperation must also play an important role in designing and implementing religious programs so that character education given to students is not only taught as a theory but also applied in students' daily lives (Fathurrohman et al., 2024).

Evaluation of Islamic Boarding School-Based Education Management: Carrying out Supervision

Supervision is supervising the implementation of every activity in an organization to ensure that the activity is carried out according to the plan (Sinambela et al., 2020). In Islamic educational institutions, supervision has a wide scope, covering material and spiritual aspects to balance implementation (Isri, 2021). The supervision model in the school environment plays an important role in ensuring that all educational activities take place according to the goals that have been set, especially in shaping the religious character of students (Tomasevic et al., 2020). It is very necessary to cooperate with all parties to carry out supervision on an ongoing basis to create an environment conducive to students' moral and spiritual development (Badrin, 2024; Damanhuri et al., 2025). With coordination between school principals, teachers, and other education personnel, the solutions implemented can be more comprehensive and on target. Through a structured supervision system, schools can ensure that religious character development programs are implemented sustainably (Bandur, 2012). This makes religious values a theory and forms students who have strong piety and can practice religious teachings in daily life (Fandi & Zuhairi, 2024).

Identifying Obstacles

Cooperation from all parties is very important in identifying problems because this stage is an important initial step in research. When an educator finds a phenomenon that requires a solution, the identification process can be done by conducting initial observations or surveys to understand the problem more deeply (Perry, 2022). This step aims to explain the issues found so that they can be analyzed, measured, and solutions found. In educational institutions (Roy et al., 2020), Schools and teachers have an important role in identifying the problems students face to provide comprehensive solutions, especially in improving religious character education. By knowing the root of students' issues, the solutions implemented can be more thorough and to their needs (Gardner, 2021; Zuhairi, 2024). Therefore, it is necessary to discuss and deliberate with various parties to design effective strategies in creating an environment that supports the strengthening of religious character values that can be applied in their lives to become individuals with noble character by Islamic teachings (Komariah & Nihayah, 2023).

Preparation of Periodic Reporting

Activity reports are a collection of writings containing information based on complete data and facts. This report must be prepared systematically so that it is easier to understand (Mertler, 2014). The form of activity report functions as a form of communication conveyed to institutions, organizations, or individuals as a form of accountability for implementing an activity (Pizzi et al., 2021). Through a structured and continuous report, schools and teachers can assess student character development and identify obstacles that occur. This form of report also plays a role in developing a more comprehensive and data-based solution so that every moral development policy or program can be implemented more effectively (Walkington & Bernacki, 2020). In addition, periodic reports are also a form of accountability to related parties, such as parents, to ensure that religious character education remains the main focus, as expected (Kurniasih et al., 2025). Therefore, a well-prepared report can build a more supportive environment for students' moral and spiritual development so that they can develop into individuals of noble character (Ariani et al., 2023).

Formulation of Follow-up Recommendations

Recommendation preparation is a fundamental part of the monitoring cycle that requires expertise based on knowledge and experience. Some of the elements in the recommendations include coordination to improve the quality of work and services, supervision, and monitoring that are carried out regularly as recommendations and follow-ups that need to be carried out (Heyen, 2020). With the formulation carried out together, every decision taken can be more comprehensive, and the student's needs will be met (Roberts & Inman, 2022). In preparing structured recommendations, the school can set strategic steps to improve religious character education, such as getting used to worship, increasing religious activities, and integrating spiritual values into the learning process (Abidin et al., 2025). In addition, the form of collaboratively prepared recommendations also plays a role in creating an environment that supports students' moral development so that they can apply religious teachings in their daily lives (Amir et al., 2022). Thus, with good coordination between school principals, teachers, and other education personnel, every policy can be implemented optimally, forming a generation of noble character and strong faith (Fandi Asy'arie et al., 2024).

4. CONCLUSION

Structured planning in preparing an activity is very important to implement. Planning model developed in the boarding school management system at SMA Muhammadiyah 2 Sidoarjo. From this application, it can be concluded that by identifying the problem first, then conducting deliberations with the leaders, caregivers, and dormitory companions. In its application, management uses the character theory developed by socializing the program first to avoid misunderstandings and ensure that information is received completely and clearly. In addition, the companions and caregivers of the

dormitory provide a good example of a tangible form of shaping students' character. In evaluating the activity program, the management team adopts management theory, which includes planning, organizing, implementing, and evaluating. Some important aspects of the evaluation include intensive supervision and mentoring, then recording and identifying various obstacles during the program's implementation. Researchers realize this research still has many shortcomings and has not reached perfection. Therefore, the researcher hopes that input and suggestions for future improvements regarding the management of boarding school-based character education can be carried out to enrich insights and support sustainable scientific development.

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