Islamic Management: Jurnal Manajemen Pendidikan Islam, VOL: 09/No: 02 P-ISSN: 2252-8970
DOI: 10.30868/im.v9i02.10825 E-ISSN: 2581-1754

Date Received	**:**	**July 2026**
Date Revised	**:**	**July 2026**
Date Accepted	**:**	**July 2026**
Date Published	**:**	**July 2026**

A BOARDING MANAGEMENT MODEL FOR SHAPING STUDENT CHARACTER: A CASE STUDY AT PESANTREN AL MA'TUQ SUKABUMI

Amru Widyaksono
Universitas Islam Negeri Raden Mas Said Surakarta, Indonesia (abuhud.amru@gmail.com)

Islah Gusmian
Universitas Islam Negeri Raden Mas Said Surakarta, Indonesia (islah@staff.uinsaid.ac.id)

Abdul Matin bin Salman
Universitas Islam Negeri Raden Mas Said Surakarta, Indonesia (abdulmatin@staff.uinsaid.ac.id)

Keywords:
Boarding Management, Character Education, Integrated Boarding Character Management Model, Musyrif, Pesantren Management

ABSTRACT

Islamic boarding schools (pesantren) play a strategic role in character formation through 24-hour residential systems. However, globalization, digital influences, and changing student demographics present new challenges to traditional character education. While previous studies treat educational leadership and character building separately, student supervision (pengasuhan) as an integrated managerial system remains underexplored. This qualitative case study analyzes the construction, implementation, and character outcomes of boarding management at Pesantren Al Ma'tuq Sukabumi. Data were gathered through in-depth interviews, participant observation, and document analysis with school leadership, student affairs managers, residential supervisors (musyrif), and students, validated via source triangulation and member checking. Data analysis followed data reduction, display, verification, and conclusion-drawing procedures. Findings indicate that character formation operates through a systematic integration of managerial functions (planning, organizing, executing, evaluating) alongside pedagogical habituation, uswah hasanah (role modeling), and institutional culture. The 24-hour caregiving framework successfully fosters religious discipline, personal autonomy, and cross-cultural adaptability among diverse, urban-origin students, despite modern technological distraction risks. Based on these empirical insights, this study constructs the Integrated Boarding Character Management Model, synthesizing managerial, pedagogical, and cultural dimensions into a unified framework. This study advances Islamic Educational Management theory and offers a transferable model for character education in contemporary residential institutions.

A. INTRODUCTION

Islamic boarding schools, known as pesantren, are authentic Indonesian Islamic educational institutions with deep historical roots and fundamental contributions to the nation's moral and intellectual development. As Islamic educational institutions that grew organically within society, pesantren do not merely function as media for transmitting religious knowledge (tafaqquh fiddin), but also serve as moral strongholds, cadre development centers for scholars, and vehicles for character building and noble conduct. This historical foundation and empirical contribution are further reinforced legally through Law Number 18 of 2019 concerning Pesantren. The law explicitly states that pesantren education aims to form individuals who are faithful, devoted to Almighty God, noble in character, independent, and possessing a national spirit and religious moderation in community life.

Amid the dynamics of 21st-century civilization marked by globalization, digitalization, and socio-cultural shifts pesantren institutions face increasingly complex challenges. A primary challenge is the diverse background of the students (santri). Students enrolling in modern pesantren today no longer come solely from rural areas or traditional religious family backgrounds; many originate from urban metropolitan areas (such as the Greater Jakarta area / JABODETABEK). This heterogeneity in social, cultural, and family upbringing, alongside varying levels of initial religious understanding, directly impacts the diversity of their character, habits, and behavioral patterns upon entering dormitory life.

Facing this complexity, pesantren can no longer rely solely on classroom-based transformative-cognitive instructional learning. The successful transformation of values and character development is heavily determined by the effectiveness of boarding management (manajemen pengasuhan) operating 24 hours a day within the dormitory environment. Pesantren boarding management represents the heart of a holistic educational process connecting theoretical knowledge with real-life practices. Without structured and well-managed caregiving, the internalization of religious values and discipline risks becoming a mere formality without making a deep impact on students' character consciousness.

Boarding management encompasses the integration of complete managerial functions: planning student programs, organizing caregiver workflows, executing routine conditioning activities and rule enforcement, as well as conducting periodic evaluations and supervision. The central actors in this structure include the Head of Student Affairs and the musyrif (dormitory supervisors/caregivers). Through daily interaction, exemplary role modeling (uswah hasanah), intensive supervision, and conditioning mechanisms, musyrif act as driving figures ensuring that rules and pesantren cultural values are consistently maintained.

Pondok Pesantren Al Ma'tuq Sukabumi stands as a leading modern Islamic educational institution combining deep religious curriculum (tafaqquh fiddin) with the national curriculum. The institution consistently translates boarding management governance to address the diverse backgrounds of its students. An indicator of success in the boarding and learning model at Pondok Pesantren Al Ma'tuq is demonstrated by its alumni, who successfully pursue higher education at prestigious national and international universities, including those in Saudi Arabia and the Middle East. This success highlights the importance of an in-depth study into how the construction,

governance, and strategies of boarding management at Pondok Pesantren Al Ma'tuq Sukabumi are systematically formulated and implemented.

1.2 Identification of the Problem

Based on the background outlined above, several key issues in the context of this study are identified as follows:

1. The contribution and effectiveness of the boarding management model toward student character development at Pondok Pesantren Al Ma'tuq Sukabumi have not been comprehensively mapped.
2. The integration of managerial functions (planning, organizing, executing, and evaluating/supervising) within the dormitory caregiving scheme to build moral resilience and discipline has not been detailed in depth.
3. The strategic role of musyrif (dormitory supervisors) in managing the social dynamics and behaviors of diverse students (particularly from urban areas) through conditioning mechanisms and rule enforcement requires deeper analysis.
4. Challenges in utilizing information technology and integrating modern facilities to support efficient boarding services and communication with parents have not been optimally formulated.

1.3 Limitation of the Problem

To ensure a sharp, focused, and thorough discussion, this research is limited to the following areas:

1. Substantive Focus: The study is limited to the implementation of boarding management functions (planning, execution, supervision, and evaluation) within the context of rule enforcement, habituation systems, and student character formation.
2. Subject and Location Focus: The research subjects are limited to student management personnel, including the Head of the Pesantren, Head of Student Affairs, musyrif (dormitory supervisors), and student involvement within Pondok Pesantren Al Ma'tuq Sukabumi.

1.4 Statement of the Problem

Based on the limitations defined above, the main research questions are formulated as follows:

1. How is the construction of the boarding management model designed and implemented at Pondok Pesantren Al Ma'tuq Sukabumi to shape student character?
2. How effective is the implementation of the boarding management model through rule enforcement, musyrif supervision, and daily habituation routines for students at Pondok Pesantren Al Ma'tuq Sukabumi?

1.5 Objectives of the Study

In line with the problem statement, the main objectives of this research are:

1. To analyze and describe in depth the construction of the student boarding management model applied at Pondok Pesantren Al Ma'tuq Sukabumi.
2. To evaluate the implementation of the boarding management model in shaping students' daily character, discipline, and behavioral patterns.

1.6 Significance of the Study

This study is expected to provide meaningful contributions, both theoretically and practically:

1. Theoretical Significance

This research aims to enrich Islamic Education Management literature, particularly expanding boarding school management theories within the pesantren setting. The findings offer a conceptual synthesis regarding the integration of modern managerial functions with traditional Islamic caregiving values to shape student character in the contemporary era.

2. Practical Significance

- For Pesantren Leadership and Management: Serves as an evaluative reference and strategic consideration for formulating student affairs policies, refining standard operating procedures for boarding management, and enhancing institutional governance quality.
- For Musyrif and Educators: Provides an applied guide regarding mentoring methods, compassionate supervision, and effective techniques for discipline and role-model habituation.
- For Students: Fosters substantive understanding and awareness of the importance of adhering to rules and actively participating in boarding programs to build independence and personal integrity.
- For Foundation Officers and Policy Makers: Offers empirical, data-driven input to set priorities for facility development, caregiver capacity building, and sustainable student care support systems.

B. METHOD

Research Approach and Design

This study employs a qualitative research approach using a case study design. A qualitative approach is chosen because the primary goal of this research is to gain an in-depth, holistic, and contextual understanding of how boarding management (manajemen pengasuhan) is structured and implemented to shape student character. In accordance with the characteristics of qualitative inquiry, the researcher acts as the primary instrument (human instrument) who directly observes, interacts with, and interprets the phenomena occurring in the natural setting of the institution without manipulation.

The case study design is implemented to investigate the unique operational mechanisms of Pondok Pesantren Al Ma'tuq Sukabumi. This design allows for a thorough exploration of the complex social dynamics, managerial processes, and daily interactions between the management, residential supervisors (musyrif), and students within their lived environment.

Setting and Time of Research

This research was conducted at Pondok Pesantren Al Ma'tuq, located in Sukabumi, West Java. This location was intentionally selected due to its distinct character as a modern Islamic boarding school that integrates religious and national curricula while managing a highly diverse student body originating from various urban regions, particularly the Greater Jakarta area (JABODETABEK).

The research was carried out over a period of six months, covering stages of preliminary observation, document collection, deep interviews, direct field observation, data synthesis, and final report drafting.

Data and Sources of Data

To ensure data richness and validity, this study utilizes two main categories of data sources:

1. Primary Data Sources: Primary data were gathered directly from key informants who possess firsthand knowledge and experience regarding the boarding management system. Informants include:
    - The Head of the Pesantren (Pimpinan Pesantren).
    - The Head of Student Affairs (Kepala Kesantrian).
    - Residential Supervisors (Musyrif).
    - Selected students (santri) representing various age groups and backgrounds.
2. Secondary Data Sources: Secondary data serve to complement and triangulate the primary findings. These include official institutional documents, standard operating procedures (SOPs) for student caregiving, dormitory rulebooks, student evaluation records, organizational charts, and relevant literature on Islamic education management.

Data Collection Techniques

Data collection was carried out using three primary qualitative techniques:

- In-Depth Interviews: Semi-structured interviews were conducted with key informants to explore the planning, execution, supervision, and evaluation stages of boarding management. This technique allowed the researcher to gather rich, detailed narratives regarding institutional strategies and interpersonal caregiving dynamics.
- Participant Observation: The researcher conducted continuous field observations within the dormitory and campus grounds. Observations focused on daily conditioning routines, rule enforcement mechanisms, worship practices, and informal interactions between musyrif and students.
- Documentation: Documentary analysis was undertaken to inspect official records, administrative policies, behavioral logs, and curriculum guidelines related to student discipline and character building.

Data Trustworthiness (Validity)

To ensure the academic rigor, trustworthiness, and credibility of the qualitative findings, the researcher applied data triangulation techniques:

1. Source Triangulation: Cross-verifying information gathered from different key actors (e.g., comparing statements from the Head of Student Affairs with observational data from musyrif and feedback from students).
2. Methodological Triangulation: Comparing data obtained through interviews with data gathered via direct field observation and institutional documentation.
3. Member Checking: Re-checking interview transcripts and preliminary interpretations with key informants to verify accuracy and avoid researcher bias.

Data Analysis Techniques

The data analysis process follows the qualitative data analysis model consisting of four concurrent steps:

1. Data Collection: Gathering raw qualitative data from interviews, field notes, and institutional documents.
2. Data Reduction: Sorting, categorizing, filtering, and organizing the raw data into key themes according to the managerial functions and character-building dimensions.

3. Data Display: Presenting the structured data in descriptive narratives, thematic matrices, and summary charts to clearly illustrate patterns and relationships.
4. Conclusion Drawing and Verification: Formulating logical conclusions based on emerging themes, followed by continuous verification against field evidence to ensure analytical accuracy.

C. RESULTS AND DISCUSSION

Results of the Study

Overview of Boarding Management at Pondok Pesantren Al Ma'tuq

Pondok Pesantren Al Ma'tuq Sukabumi operates a holistic boarding management system (manajemen pengasuhan) designed to bridge academic education with character formation. The management structure is divided into clear functional lines, where the Leadership Council (Pimpinan Pesantren) oversees strategic vision, while the Head of Student Affairs (Kepala Kesantrian) manages daily operational caregiving. The primary frontline actors are the residential supervisors (musyrif), who reside directly within the student dormitories to provide 24-hour guidance, monitoring, and mentorship.

The student body exhibits significant social and cultural heterogeneity, with a large proportion of students originating from urban areas, particularly the Greater Jakarta region (JABODETABEK). This demographic composition presents distinct challenges regarding initial habits, discipline, and adaptational capabilities. To manage this diversity, the institution implements structured routines, explicit rule enforcement, and standardized operational procedures that govern all aspects of campus life.

Pimpinan Pesantren (Strategic Vision) - Kepala Kesantrian (Operational Management) - Musyrif / Caregivers - Student Care Committee - (24-Hour Dormitory) - (Rule & Discipline) - Santri / Students (Character Integration).

Implementation of Managerial Functions in Boarding Caregiving

The study reveals that the boarding management model at Pondok Pesantren Al Ma'tuq functions systematically across four foundational managerial components:

1. Planning (Takhthith)

At the start of each academic year, the Student Affairs Department formulates a comprehensive caregiving roadmap. This roadmap outlines character objectives, schedule matrices, conditioning programs, and preventive strategies for potential behavioral violations. Planning also includes training sessions for incoming musyrif to align caregiving standards, emotional management techniques, and pedagogical approaches.

2. Organizing (Tandhim)

Workloads and responsibilities are distributed according to clear ratios between musyrif and students. Each musyrif is assigned to a specific dormitory room, responsible for a manageable cohort of students. This structural arrangement ensures that individual student progress, health, worship consistency, and emotional well-being can be tracked systematically.

3. Executing (Tandfidz)

Execution relies heavily on the principle of habituation (isytirak) and exemplary leadership (uswah hasanah). Daily schedules are tightly structured around congregational prayers, Quranic memorization (tahfidz), formal schooling, communal

meals, independent study, and sports. Rule enforcement is operationalized through a credit/debit point system for behavioral merits and infractions.

4. Evaluating and Supervising (Taqyim wa Muraqabah)

Supervision occurs continuously through direct physical presence and routine daily inspection logs managed by the musyrif. Evaluative meetings are held weekly at the department level and monthly at the institutional level to review student discipline trends, address individual behavioral challenges, and refine caregiving strategies.

Managerial Phase	Key Operational Activities	Responsible Actors
Planning	Annual goal setting, SOP formulation, musyrif training programs	Head of Pesantren, Head of Student Affairs
Organizing	Dormitory assignments, workload division, supervisory allocation	Head of Student Affairs, Senior Musyrif
Executing	Routine habituation, point-system discipline, mentorship, uswah hasanah	Musyrif, Dormitory Captains
Evaluating	Daily logs, weekly department reviews, monthly performance audits	Head of Student Affairs, Musyrif Team

Character Outcomes and Student Transformation

The systematic application of boarding management yields measurable transformations in student character. Key dimensions observed include:

- Religious Discipline: Consistency in performing obligatory prayers in congregation, voluntary night prayers (qiyamul lail), and Quranic recitation routines.
- Independence and Self-Reliance: Development of personal time-management skills, care for personal belongings, and hygiene routines among students previously reliant on domestic help.
- Social Adaptability and Brotherhood (Ukhuwah): Reduction of regional egoism and improved cross-cultural communication among students from diverse geographical backgrounds.
- Academic and Moral Accountability: Higher levels of academic persistence and internal moral awareness, reflected in the institution's track record of sending graduates to top national universities and prestigious institutions in the Middle East, such as Saudi Arabia.

Discussion

Integration of Modern Management and Traditional Pesantren Values

The empirical findings demonstrate that Pondok Pesantren Al Ma'tuq successfully synthesizes modern managerial principles with classic Islamic boarding values. While traditional pesantren caregiving often depended on informal, unwritten authority, Al

Ma'tuq formalizes these processes through explicit SOPs, objective metrics, and structured supervisory networks. This formalization prevents inconsistencies in rule enforcement while preserving the spiritual essence of uswah hasanah (moral modeling) and sami'na wa ata'na (respectful obedience).
The findings align with modern organizational theory, which posits that clear operational structures reduce ambiguity and enhance collective compliance. In an educational environment housing diverse students, structured caregiving provides a predictable framework that accelerates psychological adaptation and value internalization.

The Strategic Role of Musyrif as Frontline Educators
The research highlights that the effectiveness of the entire management model hinges on the operational capacity and psychological maturity of the musyrif. Acting simultaneously as surrogate parents, disciplinarians, spiritual mentors, and counselors, musyrif serve as the vital link between administrative policies and daily student life.
When musyrif maintain consistent emotional balance and strictly adhere to established SOPs, student compliance increases significantly. Conversely, inconsistencies in supervisory enforcement lead to confusion and resistance among students. This underscores the critical need for continuous professional development, mental health support, and pedagogical training for residential supervisors.

Managing Demographic Diversity and Urban Backgrounds
Students arriving from urban metropolitan environments frequently present habits shaped by digital saturation, individualistic social norms, and flexible schedules. The boarding management model addresses these traits not through immediate punitive actions, but through a multi-stage transition process:

1. Orientation and Acclimatization: Initial weeks focus on building familiarity with routines and peer bonding rather than strict enforcement.
2. Structural Conditioning: Gradual integration of time-block schedules and digital disconnect policies.
3. Internalization: Shift from external rule compliance to self-driven moral awareness through reflective sessions (tausiyah) and peer mentoring.

This structured approach mitigates cultural shock and allows students from urban backgrounds to integrate successfully into the collective pesantren culture.

D. CONCLUSION

Based on the empirical findings and discussion regarding the management of student caregiving at Pondok Pesantren Al Ma'tuq Sukabumi, the following conclusions are drawn:

1. Systematic Construction of Boarding Management: Pondok Pesantren Al Ma'tuq has established a well-structured boarding management model that integrates formal managerial functions—planning, organizing, executing, and evaluating—with core Islamic educational principles. This model effectively transitions caregiving from an informal system into an organized institutional framework.
2. Effective Implementation through Conditioning and Supervision: The implementation of student caregiving succeeds through the combination of clear SOPs, routine habituation schedules, an objective behavioral point system, and

constant 24-hour presence of musyrif. This integrated approach successfully bridges the background gaps of a diverse student body, transforming urban-origin students into disciplined, independent, and religiously grounded individuals prepared for higher education locally and internationally.

REFERENCES

Abdurrahman, Jamal. 2010. Islamic Parenting: Prophet's Method of Child Education. Translated by A. Suwandi. Solo: Aqwam.

Adhim, Mohammad Fauzil. 2000. Responding to Children: The Influence of Parental Behavior on Child Delinquency. Yogyakarta: Titian Ilahi Press.

Adzim, Fauzan. 2020. New Directions in Boarding School Management. Batu: Literasi Nusantara.

Ahmad, Abdul Aziz. 2011. Smart Solutions to Overcome Children's Reluctance to Worship. Jakarta: PT Surya Prisma Sinergi.

Al-Hamd, Muhammad. 2000. Errors in Raising Children and Their Therapies. Translated by A. Barzani. Jakarta: Gema Insani Press.

Al-Hasan, Yasir Muhammad. 1998. Child Education in Islam. Jakarta: Darul Haq.

Al-Istambuli, Mahmud Muhammad. 2020. Solutions for Troubled Children. Translated by A. Hanifah. Sukoharjo: Zam Zam.

Al-Maghribi, Abu Malik bin As-Sayyid. 2004. How to Educate Children: A Guide from Pregnancy to Adulthood. Translated by Abidin. Jakarta: Darul Haq.

Ali, A. Mukti. 2018. Character Education: Concepts and Implementation. Jakarta: Prenadamedia Group.

Ambarwati, Ina. 2018. "Parenting Styles and Student Character Formation at Nurul Huda Islamic Boarding School." Journal of Islamic Educational Management 3 (2): 112–125.

Amir, and Fauzan. 2021. Human Resource Management in Pesantren Style. Yogyakarta: Aswaja Pressindo.

Anuz, Fariq bin. 2003. Character Workshop. Jakarta: Darul Falah.

Aqib, Zainal. 2015. Management of Islamic Educational Institutions. Bandung: PT Sarana Tutorial Nurani Sejahtera.

Arifin, Zainal. 2023. "Pesantren Culture in Building Student Character." Qodiri: Journal of Education and Humanities 21 (1): 45–58. https://ejournal.kopertais4.or.id/tapalkuda/index.php/qodiri/article/view/11.

Ath-Thuwairaqi, Nabil. 2004. Superior School Based on the Prophetic Biography. Translated by Asmuni. Jakarta: Darul Falah.

Azzet, Akhmad Muhaimin. 2014. The Urgency of Character Education in Indonesia. Yogyakarta: Ar-Ruzz Media.

Biddulph, Steve. 2005. Raising Boys: Why Boys Are Different and How to Help Them Become Happy and Well-Balanced Men. Translated by D. Wirajaya. Jakarta: PT Gramedia Pustaka Utama.

BPS (Central Bureau of Statistics). 2025. Statistical Yearbook of Indonesia 2025. Jakarta: BPS.

Burhanudin, Tany. 2001. Pesantren Morals: A Solution to Moral Decay. Yogyakarta: Ittaqa Press.

Cita, Desi Ratia. 2025. "Implementation Patterns of Boarding Management Principles at Darularafah Raya Islamic Boarding School, Deli Serdang Regency." Journal of

Educational Management 6 (1): 12–25. https://doi.org/10.30596/jmp-dmt.v6i1.22905.g12564.
Dargatz, Jan. 1999. 52 Ways to Build Your Child's Self-Esteem and Confidence. Translated by S. Hendra. Jakarta: Pustaka Tangga.
Dawam, Ainurrofiq, and Ahmad Ta'arifin. 2005. Pesantren-Based Madrasah Management. Purbalingga: Listafariski.
Dhofier, Zamakhsyari. 2015. The Pesantren Tradition: A Study of the Kyai's Life Outlook and Vision for the Future of Indonesia. Jakarta: LP3ES.
Djamarah, Syaiful Bahri. 2020. Parental Parenting Patterns and Family Communication. Jakarta: PT Rineka Cipta.
Dunne, Richard, and Ted Wragg. 1996. Effective Teaching. Translated by A. Jasim. Jakarta: Rasindo.
Efendi, Nur. 2014. Change Management in Islamic Boarding Schools: Theoretical Construction and Practical Management. Yogyakarta: Teras.
Emilia, Emi. 2017. Writing Theses and Dissertations. Bandung: Alfabeta.
Faber, Adele, and Julie King. 2020. How to Talk So Little Kids Will Listen. Translated by Bhuana Ilmu Populer Team. Jakarta: Bhuana Ilmu Populer.
Fahyuni, Eni Fariyatul. 2018. Islamic Guidance and Counseling in Schools. Sidoarjo: UMSIDA Press.
Fattah, Nanang. 2017. Education Quality Assurance System. Bandung: PT Remaja Rosdakarya.
Fauziah, Annisa. 2024. "Boarding Program Management in Shaping Student Character at Darussalam Kasomalang Boarding School Subang." Master's thesis, Syarif Hidayatullah State Islamic University Jakarta.
Gumilang, Ria, and Asep Nurcholis. 2023. "The Role of Boarding Schools in Student Character Building at Al Firdaus Pesantren." MM-Edu Journal 1 (3): 123–134.
Gunawan, Heri. 2020. Character Education: Concepts and Implementation. Bandung: Alfabeta.
Haedari, Amin, Ahmad Hanif, Akhmad Masykhur, and Muhammad Adib. 2004. The Future of Pesantren Amid Modernity and Global Complexity. Jakarta: IRD Press.
Halim, Suhartini, Cik Arif, and Sunarto. 2005. Pesantren Management. Yogyakarta: Pustaka Pesantren.
Hamalik, Oemar. 2013. Fundamentals of Curriculum Development. Bandung: PT Remaja Rosdakarya.
Hasan, Mohammad. 2001. Developing Children's Creativity Islamically. Yogyakarta: Bintang Cemerlang.
Hasyim, Ahmad. 2016. Research and Development Methods in Schools. Yogyakarta: Media Akademi.
Hendarman. 2019. Character Education in the Millennial Era. Bandung: PT Remaja Rosdakarya.
Husaini, Adian. 2022. Ideal National Education. Depok: At-Taqwa Educational Foundation.
Ilahi, Fadhl. 2005. Preaching to Children: Principles and Stages. Translated by M. Ashim. Jakarta: Darus Sunnah.
Jawas, Yazid bin Abdul Qadir. 2012. The Best Deed is Worship. Bogor: Pustaka At-Taqwa.

Jawas, Yazid bin Abdul Qadir. 2015. Birrul Walidain: Devotion to Parents. Jakarta: Pustaka Imam As-Syafi'i.
Kesuma, Dharma, Cepi Triatna, and Johar Permana. 2020. Character Education: Theoretical and Practical Studies in Schools. Bandung: PT Remaja Rosdakarya.
Ministry of Religious Affairs of the Republic of Indonesia. 2022. The Holy Qur'an and Its Translation. Jakarta: Ministry of Religious Affairs.
Kusnaedi. 2013. Strategies and Implementation of Character Education: A Guide for Teachers and Parents. Bekasi: Duta Media Tama.
Lickona, Thomas. 2020a. Character Matters: How to Help Our Children Develop Good Judgment, Integrity, and Other Essential Virtues. Translated by J. A. Zien. Jakarta: PT Bumi Aksara.
Lickona, Thomas. 2020b. Educating for Character: How Our Schools Can Teach Respect and Responsibility. Translated by J. A. Wamaungo. Jakarta: PT Bumi Aksara.
Litnus Editorial Team. 2023. The Pesantren Law. Malang: Litnus.
Mahdi, Ali, and Mujahidin. 2014. Practical Research Guide for Undergraduate, Master's, and Doctoral Theses. Bandung: Alfabeta.
Mahdi, Said bin. 2016. Smart Creative Parenting. Translated by A. A. Effendy. Sukoharjo: Assalam Publishing.
Maisah. 2013. Educational Management. Jakarta: Referensi.
Mansur, I. A. 2010. The Future of Pesantren: Existence Amid Waves of Modernization. Malang: Madani.
Marini, Anita. 2017. Elementary School Management. Bandung: PT Remaja Rosdakarya.
Masyhud, M. Sulthon, M. Khusnurdilo, M. Matsuki, Sugeng Muryono, and I. Safe'i. 2003. Pesantren Management. Jakarta: Diva Pustaka.
Maulida, Resti Anugrah. 2024. "Boarding Management in Character Building of Independence at Al-Manshur Boarding School." Journal of Islamic Educational Leadership 5 (2): 89–102.
Mujahidin, Fahruddin. 2017. Strategies for Managing Quality Learning. Bandung: PT Remaja Rosdakarya.
Mulyasa. 2016. Character Education Management. Jakarta: PT Bumi Aksara.
Musa, Rita, Elly Risman, F. S. Kamaluddin, R. A. Risman, Y. M. Risman, and S. K. Helmi. 2018. Parenting++. Bekasi: The Risman Publishing.
Musbikin, Imam. 2019. Strengthening Character Education. Bandung: Nusa Media.
Musfiqon. 2012. Complete Guide to Educational Research Methodology. Jakarta: Pustaka Publisher.
Musthafa, Fuad. 2010. Curriculum for Muslim Child Education. Translated by W. M. Ammar. Surabaya: Pustaka eLBA.
Muzairi Amin, Achmad. 2024. "Implementation of Multicultural Character Building for Students at Boarding School." International Journal of Islamic Education Studies 6 (1): 33–47.
Nahwari, Ahmad. 2008. Pesantren Education Reform. Yogyakarta: Gama Media.
Naim, Ngainun. 2020. Character Building. Yogyakarta: Ar-Ruzz Media.
Najib, Muhammad, Nuwrun Attiyyah Wiyani, and Sholichin. 2021. Strategic Character Education Management for Early Childhood. Yogyakarta: Gava Media.
Octavia, Livia, I. Syatibi, M. Ali, R. Gunawan, and A. Hilmi. 2014. Character Education Based on Pesantren Tradition. Jakarta: Renebook.

Pramudiarto, Ujang. 2025. "Innate Potential-Based Caregiving at Al-Irsyad Tengaran Islamic Boarding School." PhD diss., State Islamic University.
Prasojo, Lantip Diat. 2016. Educational Quality Management. Yogyakarta: UNY Press.
Qomar, Mujamil. 2007. Pesantren: From Methodological Transformation to Institutional Democratization. Jakarta: Erlangga.
Raihan, Ahmad, and Ummu Raihan. 2016. Producing Young Hafidz. Surakarta: Gazzamedia.
Redho, Aldo. 2015. "Management of Student Discipline Education in Islamic Boarding Schools: A Case Study at Modern Pesantren Darussalam Gontor." Master's thesis, Maulana Malik Ibrahim State Islamic University.
Rofiq, R., R. Widodo, I. F. Yani, and Romdin. 2012. Empowering Pesantren Toward Student Independence and Professionalism. Yogyakarta: Pustaka Pesantren.
Rofiqi, and Mohammad Zaini Rosyid. 2018. Diagnosis of Student Learning Difficulties. Batu: Literasi Nusantara.
Rohiat. 2010. School Management. Bandung: PT Refika Aditama.
Sadlan, Saleh bin, Abdullah bin Al-Jibrin, and Ahmad Musa. 2014. An Open Letter to Youth. Translated by U. Mujtahid and D. Kurniawan. Jakarta: Griya Ilmu.
Saefullah. 2019. Islamic Educational Management. Bandung: CV Pustaka Setia.
Saliyo, and Farida. 2019. Guidance and Counseling: Services with Islamic and Multicultural Perspectives. Malang: Madani Media.
Samani, Muchlas, and Hariyanto. 2020. Character Education. Bandung: PT Remaja Rosdakarya.
Setiawan, Otib. 2021. Undergraduate, Master's, and Doctoral Thesis Writing. Bandung: Yrama Widya.
Setyosari, Punaji. 2016. Educational and Development Research Methods. Jakarta: Prenamedia Group.
Siswanti, Vina. 2021. Value Education Tradition in Pesantren-Based Higher Education. Malang: Literasi Nusantara Abadi.
Soebahar, Abd. Halim. 2013. Pesantren Modernization: A Study of Kiai Leadership Transformation. Yogyakarta: LKiS.
Sugiyono. 2019. Quantitative, Qualitative, and R&D Research Methods. Bandung: Alfabeta.
Sukamdinata, Nana Syaodih. 2017. Educational Research Methods. Bandung: PT Remaja Rosdakarya.
Suryana, Dadan, and Nina Rizka. 2019. Accreditation-Based Early Childhood Education Management. Jakarta: Prenamedia Group.
Suryana, Yaya. 2015. Educational Management Research Methods. Bandung: Pustaka Setia.
Syamaum, Nur. 2019. Impact of Parenting and Teacher Styles on Student Aggressive Behavior Trends. Jakarta: Ar-Ruzz Media.
Syamsi, Hassan. 2019. Modern Islamic Parenting: Educating Children Using Prophetic Methods. Translated by U. Mujtahid. Solo: Aisar Publishing.
Syamsuddin, Zainal Abidin. 2016. Golden Ways to Raise Pious Children. Jakarta: Pustaka Imam Bonjol.
Syarifah, Laili, Nur Latifah, and Dakusta Puspitasari. 2023. "Role Models of Caregivers and Parental Involvement in Student Character Development." Journal of Educational Development 11 (2): 101–114. https://jurnal.uns.ac.id/jdc/article/view/51324.

Thaib, Hasballah, and Zamakhsyari Hasballah. 2012. Child Education and Care According to Qur'an and Sunnah. Medan: Perdana Publishing.
Triatna, Cepi. 2016. Organizational Behavior in Education. Bandung: PT Remaja Rosdakarya.
Triyono, Bambang, and Elis Mediawati. 2024. "Transformation of Islamic Values through Boarding School Education." Journal of International Multidisciplinary Research 5 (1): 78–92.
Tuloli, Nani, and Dahlan E. Ismail. 2016. Character Education: Shaping Men of Character. Yogyakarta: UII Press.
Ulum, Miftachul. 2024. "Student Character Building Through Boarding School-Based Education." Evaluasi: Journal of Educational Management 8 (1): 112–126. https://e-journal.staima-alhikam.ac.id/evaluasi/article/view/161.
Umiarso, and Nur Zazin. 2011. Pesantren Amid the Tide of Educational Quality. Semarang: RaSAIL Media Group.
Upang, Akhmad Alim. 2021. "Dormitory Management in Improving Discipline Among Middle School Students at Al-Ma'tuq Pesantren." Journal of Educational Research 4 (2): 55–67. https://www.neliti.com/publications/414072.
Wahid, Abdurrahman, Suyato, M. Dawam Rahardjo, Nurcholish Madjid, M. S. Widodo, A. Saifullah, and Edwar. 1995. Pesantren and Renewal. Jakarta: LP3ES.
Wibowo, Agus. 2016. Character Education Management in Schools. Yogyakarta: Pustaka Belajar.
Widayanti, Indirawati S. 2012. Educating Character with Character. Jakarta: Arga Tilanta.
Wiyani, Novan Ardy. 2018. Total Quality Management-Based Character Education. Yogyakarta: Ar-Ruzz Media.
Yahya, M. Sugeng. 2018. Character Education Through School Culture. Yogyakarta: Lontar Mediatama.
Yaqin, Ainul. 2019. Shaping Character Through Affective Education. Yogyakarta: Media Akademi.
Yaumi, Muhammad. 2016. Character Education: Foundations, Pillars, and Implementation. Jakarta: Prenamedia Group.
Zainu, Muhammad bin Jamil. 2010. Raising Pious Children. Translated by Z. Syarif. Yogyakarta: Pustaka Al-Haura'.
Ziemek, Manfred. 1986. Pesantren in Social Change. Translated by B. B. Soendjojo. Jakarta: P3M.
Zubaedi. 2015. Design of Character Education: Concepts and Applications in Educational Institutions. Jakarta: Prenadamedia Group.
Zuhairini. 1994. Philosophy of Islamic Education. Jakarta: PT Bumi Aksara.