

## Management System of Sunnah Islamic Boarding School in Shaping Character of The Students

Fachruddin Azmi<sup>1)</sup>, Yusuf Hadijaya<sup>2)</sup>, Ahmadsyah<sup>3)</sup>

<sup>1,2,3)</sup> Universitas Islam Negeri Sumatera Utara, Indonesia

e-mail: [facruddin@uinsu.ac.id](mailto:facruddin@uinsu.ac.id)<sup>1)</sup>, [yusufhadijaya@uinsu.ac.id](mailto:yusufhadijaya@uinsu.ac.id)<sup>2)</sup>, [ahmad12@gmail.com](mailto:ahmad12@gmail.com)<sup>3)</sup>

Received: 02-12-2021

Revised: 17-02-2022

Accepted: 15-03-2022

---

### Article Info

### Abstract

#### Keywords:

System Management,  
Islamic Boarding  
School, Character  
Education, Evaluation,  
Implementation

This article aims to determine the management of the Islamic boarding school sunnah system in shaping the character of students at the Al-Mukhlisin Modern Islamic Boarding School Tanjung Morawa. This research is qualitative research. The data collection technique is done by interview, observation, and documentation study. The sources of data in this study were the leaders of the Islamic boarding school, the head of the madrasa, the *ustadz* (*teacher*) in the teaching department, the *ustadz* in the parenting division, and the students of the Al-Mukhlisin Modern Islamic Boarding School in Tanjung Morawa. The results of the study indicate that the Modern Islamic Boarding School Al-Mukhlisin Tanjung Morawa has implemented management in Islamic boarding school activities in the character of santri, this can be seen from the management functions implemented by these functions, including planning, implementation, and evaluation.

#### Kata Kunci:

*Sistem Manajemen,  
Pondok Pesantren,  
Pendidikan Karakter  
Pelaksanaan, Evaluasi.*

#### Abstrak

*Artikel ini bertujuan untuk mengetahui manajemen Pondok Pesantren sistem sunnah dalam membentuk karakter santri di Pondok Pesantren Modern Al-Mukhlisin Tanjung Morawa. Artikel ini merupakan penelitian kualitatif. Teknik pengumpulan data dilakukan dengan wawancara, observasi, dan studi dokumentasi. Sumber data dalam penelitian ini adalah pimpinan pondok pesantren, kepala madrasah, ustadz di bagian pengajaran, ustadz di bagian parenting dan santri di Pesantren Modern Al-Mukhlisin Tanjung Morawa. Hasil artikel menunjukkan bahwa Pondok Pesantren Modern Al-Mukhlisin Tanjung Morawa telah menerapkan manajemen dalam kegiatan pesantren dalam karakter santri, hal ini terlibat dari fungsi-fungsi manajemen yang dilaksanakan oleh fungsi-fungsi tersebut, meliputi perencanaan, pelaksanaan dan evaluasi.*

---

## INTRODUCTION

The world shows that the development of science and technology is skyrocketing and increasingly sophisticated. But on the other hand, a question that has emerged since thousands of years ago, namely, why is morality here and there declining, even declining? In the midst of modernization, globalization, and advances in science and technology, there is a tendency to stay away from ethics and morals. The reason is, the culture of each nation tends to lead to the era of globalization and become a world civilization so that it involves humans as a whole, one of which is a character (Bakri, 2020; Danchikov et al., 2021).

According to (Lickona, 2009), a character is a collection of values that lead to a system, which underlies the thoughts, attitudes, and behaviors that are displayed. Meanwhile, Imam Ghazali considers that character is closer to morals, namely the spontaneity of humans in acting, or actions that have been integrated into humans so that when they arise there is no need to think about it anymore (Helmawati, 2017; Pakpahan & Habibah, 2021; Shobihah & Walidah, 2021).

Through education, personality and character will be formed, of course, to form a personality that is characterized and refers to Islamic values (Fuadi & Suyatno, 2020; Sitepu & Amelia, 2021). Considering that education is a must because it not only makes students smart but also has character and manners so that their existence as members of society becomes meaningful both for themselves and for others (Mahmud et al., 2022; Sahid et al., 2021).

In the Constitution of the Republic of Indonesia Year 1945 Article 3 paragraph 3 in the preamble it is stated that "National education aims to develop the potential of students to become human beings who believe and are devoted to God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent and become a democratic and responsible citizen". In line with this statement, Thomas Lickona, a psychologist and professor of education at the University of New York, is considered a bearer of character education with his book, *Educating for Character: "educating to form character"*. In his book, Thomas Lickona made him aware of the importance of character education (Maarif, 2018; Ma'arif, 2018).

In this study, researchers chose Islamic boarding schools as a place of education. Apart from that, the educational institution that has been concerned with implementing character education for a long time is the Islamic boarding school. Islamic boarding schools as one of the sub-systems of National Education are even seen by many as having special advantages and characteristics in applying character education for their students (*santri*). With the aim of creating and developing a Muslim personality, namely a personality who believes and fears Allah SWT, has a noble character, is beneficial to the community as a community service, is independent, free and steadfast in personality, spreads religion or upholds Islam and the glory of Muslims in the midst of society. society and love science in order to develop the Muslim personality (Zubaedi, 2015).

To achieve the goal of forming commendable morals for students in Islamic boarding schools, a good management system is needed in managing pesantren programs (Mamlu'ah, 2017). With the system, it is easier to do a job. In general, a system can be interpreted as a collection or set of elements, components that are organized, interact with each other, depend on each other and are integrated to achieve certain goals (Warti'ah, 2020). which defines the system as a set of organizational procedures that when implemented will provide information for decision-makers or to control the organization. Because of this, throughout the completion of the author at the State Islamic University of North Sumatra there has been no research on the

issue of the management of the pesantren sunah system at Al-Mukhlisin Tanjung Morawa Modern Pesantren.

The results of the preliminary study obtained are interesting to be studied further and raise the fundamental problem that is how is the management of the pesantren sunah system at Al-Mukhlisin Modern Pesantren Tanjung Morawa Deli Serdang? Based on what the researchers have explained above, the researcher took the thesis theme with the title "Management of Sunah Pesantren System in Forming Santri Character In Modern Pesantren Al-Mukhlisin Tanjung Morawa Deli Serdang".

## RESEARCH METHODS

The research method uses a phenomenological approach. The qualitative research referred to in (Moleong, 1989) is research that does not use calculations. Or more often termed a research approach based on natural data sources. Sumarto (2003) qualitative is a form of research used to describe and analyze an existing phenomenon or event, social activities, beliefs, perceptions, thoughts both individually and in groups in society. (Bogdan & Biklen, 2007) added that qualitative research was added to collect information about the status of existing symptoms, namely the state of symptoms according to what they were at the time the research was conducted.

In this study, the authors involved several participants, namely: 1. Pesantren Modern Al-Mukhlisin Tanjung Morawa, is a research place that will be used as a background to obtain the necessary data. 2. The head of pesantren in this research helps the licensing process in the research conducted. 3. Education manager 4. Santri parenting. 5. Student Organization of Modern Pesantren Al-Mukhlisin. 6. *Santri*, research subject.

Data collection tools used in this study were observation guidelines, interview guidelines, notebooks and archives which became student documents. The observation guide is made based on the definition of the concept of behavior and its aspects, which are then derived into indicators. Observation guidelines were prepared based on observations of the behavior of informants during interviews and observations of the environment or interview settings, as well as their influence on the behavior of subjects and information that emerged during interviews. According to Suharismi (Arikunto, 1983) interview guidelines are the process of collecting data or information through face-to-face meetings between the questioners (interviewers).

## RESULTS AND DISCUSSION

### Results

The educational program which is an element of the pesantren tradition of the Al-Mukhlisin Modern Islamic Boarding School above, if it is broken down into the daily activities of the pesantren, it is divided into daily activities and weekly activities. As the following table:

The voluntary activities of the pesantren at the Al-Mukhlisin Modern Islamic Boarding School, Tanjung Morawa, both daily and weekly activities are monitored directly by the ustadz in the teaching department and the nurturing cleric by making the Al-Mukhlisin Modern Islamic Boarding School Student Organization as the driving force for the implementation of the Islamic boarding school sunnah at the Al-Mukhlisin Modern Islamic Boarding School Tanjung Morawa. Morawa. The daily and weekly activities of the Islamic boarding school at the Modern Islamic Boarding School Al-Mukhlisin Tanjung Morawa are monitored directly by the teaching and parenting clerics with the assistance of OPPM as the driving force for the implementation of

the pesantren sunnah. The use of OPPM as a driving force for the implementation of the pesantren tradition is also part of the pesantren tradition itself, namely to train organizational, leadership, and management skills.”

### Implementation of the Sunnah of the Islamic Boarding School in Shaping the Character of the Modern Islamic Boarding School Students of Al-Mukhlishin Tanjung Morawa

Implementation of Islamic boarding school activities in Modern Islamic Boarding School Al-Mukhlishin Tanjung Morawa the first time it was done during the introduction of the pesantren (*kebutuhan 'arsy*). This activity aims to introduce all elements related to pesantren, such as educational programs, *ustadz* and clerics, facilities and infrastructure, and mental provisions that must be possessed by students. Modern Islamic Boarding School Al-Mukhlishin Tanjung Morawa. On this occasion also the leadership of the pesantren and the *ustadz* of the teaching and parenting division introduced the sunnah of the *Pesantren* to all new students.

Furthermore, the implementation of the *Pesantren Sunnah* will be monitored directly by the *ustadz* in the teaching department and the cleric in parenting by making the Al-Mukhlishin Modern Islamic Boarding School Student Organization the driving force. In carrying out its functions, OPPM Al-Mukhlishin has special sections as a driving force for the implementation of Islamic boarding school activities. In carrying out its functions, the Al-Mukhlishin Tanjung Morawa Modern Islamic Boarding School Student Organization has special sections that are its responsibilities in carrying out Islamic boarding school activities. The division of responsibilities is adjusted to the abilities of the santri in certain fields and is divided when the inauguration of the Al-Mukhlishin OPPM management is carried out every year."

### Implementation of the Daily Activities of the Modern Islamic Boarding School Al-mukhlishin Tanjung Morawa

The daily sunnah pesantren activities mean that these activities are routinely carried out every day from waking up to sleeping again. Those who play an important role in carrying out the daily activities of the Islamic boarding school at the Al-Mukhlishin Modern Islamic Boarding School are the teaching cleric, the nurturing teacher, and the OPPM Al-Mukhlishin Tanjung Morawa."Which plays an important role in the sustainability of the daily activities of the Islamic boarding school in Modern Islamic Boarding School Al-Mukhlishin Tanjung Morawa is *Ustadz* for teaching, *ustadz* for parenting, and OPPM Al-Mukhlishin in accordance with the required section”.

**Tabel. 1** Implementing the daily activities of the Islamic Boarding School at the Al-Mukhlishin Modern Islamic Boarding School, Tanjung Morawa

No	TIME	ACTIVITY	PERSON RESPONSIBLE
1.	04.00	Wake up and pray Tahajjud per Room	Parenting and OPPM Worship Section
2.	05.00	Fajr Prayer and Arabic and English Vocabulary Reception	OPPM Worship Section and Language Section
3.	06.00	Shower and Breakfast	Parenting and OPPM for the Kitchen
4.	07.15	Enter Formal Education	Teaching

		Class	
5.	09.00	Dhuha Prayer per Class	OPPM Worship Section
6.	12.40	Dhuhur Prayer	OPPM Worship Section
7.	13.30	Have lunch	OPPM Kitchen Section
8.	14.30	Enter Classes and Extra-Curricular Activities	Teaching
9.	15.30	Asr Prayer and Deposit / I'adah Hifdz al-Quran	Parenting and OPPM Worship Section
10.	16.30	Sports and Art Development	OPPM Sports Section
11.	18.00	Hifdz al-Quran and Maghrib prayer	Parenting and OPPM Worship Section
12.	19.30	Dinner	OPPM Kitchen Section
13.	20.00	Isha prayer	Parenting and OPPM Worship Section
14.	20.30	Mufaceah/Learning, Yellow Book Halaqah Program	Care and OPPM Security Section
15.	22.00	Rest	Parenting and OPPM

### Implementation of the Sunnah of the Modern Islamic Boarding School Al-Mukhlisin Tanjung Morawa

The sunnah pesantren weekly activities are routine activities for students that are carried out every week. The implementation of the weekly sunnah pesantren activities was bombed directly by the teaching ustadz, parenting teacher, homeroom teacher, and extracurricular ustadz. In carrying out these activities, the ustadz are assisted by OPPM Al-Mukhlisin Tanjung Morawa in accordance with their duties and functions. "The weekly sunnah pesantren activities involve many parties because of the many forms of activities that aim to shape the character and improve the abilities of students. Therefore, the plays an important role in the continuity of the implementation of the weekly sunnah pesantren activities in Indonesia Modern Islamic Boarding School Al-Mukhlisin Tanjung Morawa is Ustadz in the teaching department, Ustadz nurturing, homeroom teachers, Ustadz extracurricular, and OPPM Al-Mukhlisin in accordance with their duties and functions evaluation of Islamic Boarding School Sunnah Activities in the Character of Modern Islamic Boarding School Santri Al-Mukhlisin Tanjung Morawa

Related with time evaluation activity Sunnah of the pesantren in the character of the santri at the Modern Al-Mukhlisin Islamic Boarding School in Tanjung Morawa done every end month, Case this seen from development Students. Supervision in Modern Islamic Boarding School Al-Mukhlisin Tanjung Morawa implemented by sustainable. Every end month, Ustadz for teaching and Ustadz for parenting convey report Islamic boarding school activities to head master. The head of the madrasa submits a report on the sunnah of the pesantren to the leadership of the pesantren at the end of every month.

Report period short which made usually done once a week by OPPM Al-Mukhlisin to the cleric in the teaching section and the cleric in the care section. The short-term report submitted relates to the activity of the santri, the development of the ability of the santri, the

violation of regulations, and the obstacles faced in the implementation of the Sunnah of the pesantren at the Modern Islamic Boarding School Al-Mukhlisin Tanjung Morawa.

## **DISCUSSION**

Implementation of a management is a must in educational institutions because management itself is related to management, planning and evaluation so that all work is directed. Management is closely related to organization and administration and is an inseparable unit. Management is the process of integrating unrelated resources into a total system to accomplish a goal (Indrawati, 2014; Santika & Rini, 2021). What is meant by these sources include people, tools, media, materials, money and facilities, all of which are directed and coordinated so that they are centralized in order to complete goals? In the pesantren tradition, a Pesantren management in carrying out the management of pesantren education is not only an organizer or organizing pesantren but also the management of the pesantren (Arifin, 2017; Hasanah, 2020). Management here can be as a leader, manager, administrator, supervisor, activator, innovator and evaluator.

Likewise, in the provision of education and teaching on a regular basis, Pondok remains independent, does not have employees. Santri are educated to take care of all their needs independently; taking care of mini convenience stores, canteen, fast food, kitchen, finance, secretarial, dormitory, discipline, sports, courses, etc., all done by the students themselves (Fathurrochman, 2017; Saihu & Rohman, 2019). The cleanliness of the campus is also the responsibility of the students themselves; every day there are pickets from students who clean rooms, dormitories, front of dormitories, classes, mosques, halls, offices, and so on. For self-reliance education, often when there is a new building construction, students are involved to take turns casting (Aisyah et al., 2022; Hafidz, 2021). The point here is not just the economic value of development costs, but the cultivation of the soul. Pesantren-based education is an education system that seeks to combine the formal education system and the pesantren, each of which has advantages (Malik et al., 2016; Muhamad Arif, 2020).

Formal education tends to focus on academic intelligence, although it does not ignore spiritual values. Pesantren education usually focuses on the spiritual aspect, although it does not rule out the intellectual and academic aspects. Combining the two systems will give birth to its own strengths and advantages that are able to produce a generation of character that includes intellectual, emotional, and spiritual intelligence (Ma`arif & Rusydi, 2020; Surya & Rofiq, 2021). This character planting is a form of implementation of the great vision of the institution which is of course integrated with the vision of the pesantren. Embedding character values in an educational institution seeks to create students who have special characters, mainly characters that are thick with religious values based on the Qur'an and Sunnah. Educational institutions under the auspices of pesantren which are pesantren developments must be able to integrate the pesantren curriculum and school curriculum, where the achievement of pesantren values must be a condition for achieving school values. On the other hand, students are also required to lodge so that with the location being in one place, the management system or a set of systems and rules that summarize planning, organizing and supervising can be implemented properly and directed by people or individuals or educational institutions as the goals have been set. Management of pesantren-based students requires a system of fostering and managing students which in each process is always within the framework of the values of the pesantren which are manifested in the form of the culture and traditions of the pesantren which are the colors or patterns of daily

life in the *pesantren* (Ansori, 2020; Fitriani, 2015). Formal educational institutions under the auspices of the *pesantren* which are the development of *pesantren* in carrying out activities are always strived to be in a climate of attitude formation that refers to the spirit of sincerity, the spirit of simplicity, the spirit of independence, the spirit of *ukhuwah Islamiyah* and the spirit of responsible freedom (Yusuf, 2019).

Independence both in the soul of the *santri* and the boarding school. management and thinking about all activities and institutional programs as a whole and in totality, managing management activity Sunnah of the *pesantren* in shaping the character of the *santri* at the Modern Islamic Boarding School Al-Mukhlisin Tanjung Morawa has done. Case this looks from management which applied in activity the sunnah of the *pesantren*. Here's the analysis Writer about Management Activity Sunnah of the *pesantren* in shaping the character of the *santri* at the Modern Islamic Boarding School Al-Mukhlisin Tanjung Morawa.

### **Planning**

Based on results which obtained in field prove that Modern Islamic Boarding School Al-Mukhlisin Tanjung Morawa in doing activity sunnah *pesantren* first do the planning. Based on question which has answered respondent as well as results observation, component supporter planner activity Islamic boarding school of them is planning program Islamic boarding school Step first done through meeting form which involve para higher-ups *pesantren*, management of *pesantren*, head of madrasah aliyah, head of madrasa tsanawiyah, teaching department, nurturing section and ustadz which presented on composing planning Islamic boarding school activities (Chalim et al., 2020; Pollitt et al., 2020).

In meeting the which first time determined is planning form of Islamic boarding school activities. Based on the concept of education applied at the Modern Islamic Boarding School Al-Mukhlisin Tanjung Morawa, namely the concept of boarding school education using intra-curricular, co-curricular and extracurricular education programs, the form of Islamic boarding school activities is sunnah. by general It is divided into the daily activities of the Sunnah of the *pesantren* and the weekly activities of the Sunnah of the *pesantren*. The two forms of Islamic boarding school activities are the application of the concept of education at the Al-Mukhlisin Modern Islamic Boarding School, Tanjung Morawa.

Second is schedule planning implementation activity Sunnah *pesantren* which generally includes three things, namely the day of implementation, hours of implementation, and the person in charge of implementing the activities of the Sunnah of the *pesantren*. These three areas are fostered by the Management of the Islamic Boarding School and monitored directly by the ustadz in the teaching division and the ustadz in the care division (Mello et al., 2020; Menon et al., 2018).

Third budget planning and infrastructure needed in carrying out Islamic boarding school activities. The budget planning that will be issued to meet the needs of the continuity of Islamic boarding school activities is taken from the SPP funds and the *pesantren* BOS funds. Meanwhile, the planning of infrastructure facilities that will be used in the implementation of Islamic boarding school activities is to streamline existing infrastructure facilities, planning for repairing damaged facilities, and providing facilities that do not yet exist in streamlining Islamic boarding school activities (Munawaroh & Muhaimin, 2019; Sanjaya, 2015).

## **Implementation (Actuating)**

Implementation activity the sunnah of the pesantren at the Al-Mukhlishin Modern Islamic Boarding School, Tanjung Morawa, first time done on time beginning year teachings new. Activity this done aim for introduce Islamic boarding school activities to Students new and also as refreshment of enthusiasm for old students in carrying out Islamic boarding school activities. With say other, as effort the introduction of Islamic boarding school activities, all students are required to take part in the introduction week activities (*kebutbatul'aryy*) because there will be socialized forms of good activities that are intracurricular, co-curricular and extracurricular.

Whereas following is results collection data about implementation program Islamic boarding school sunnah activities at Modern Islamic Boarding School Al-Mukhlishin Tanjung Morawa: (1) Arrangement organization Islamic boarding school sunnah activities and the Al-Mukhlishin Modern Islamic Boarding School Student Organization. (2) Curriculum and forms of Islamic boarding school activities. (3) Distribution Duty the principal and functions of the management of Islamic boarding school activities. (4) Budget source. (5) Means and infrastructure extracurricular mujawwad

With existence exposure components the implementation implemented on so management of the implementation of Islamic boarding school activities at the Al-Mukhlishin Modern Islamic Boarding School Tanjung Morawa said good because the situation is at on condition ideal for reach purpose activity which expected. Component ideal which meant is Islamic boarding school activities has programmed and sustainable, existence structure organization which already walk in accordance Duty and function, coach in accordance field his coaching and make program exercise which in accordance, own means and infrastructure which enough, and funding which has walk (Ahid & Chamid, 2021).

Although thus, obstacles which there is no could in consider trivial as discipline Students, commitment administrator, and supervision which sustainable should more upgraded again, and component which already good should guarded and upgraded regularity.

## **Evaluation**

Planning no could released from element implementation and evaluation. If in planning required evaluation so that no occur deviations, so in implementation program also done supervision and evaluation so that performance program activity Islamic boarding school and result in accordance with planning. Evaluation could interpreted as wrong one activity for knowing realization behavior and performance teacher and achievements student at boarding school, and is level achievement purpose education in accordance with which desired, then is need held repair (Fathi et al., 2018; Ferrero et al., 2021).

Evaluation Islamic boarding school at the Modern Islamic Boarding School Al-Mukhlishin Tanjung Morawa includes two things, namely evaluation within the scope of the Student Organization of the Modern Al-Mukhlishin Islamic Boarding School and within the scope of the organization's organizational structure for pesantren's sunnah activities. The evaluation of the Sunnah of the pesantren within the scope of the Al-Mukhlishin Modern Islamic Boarding School student organization is carried out every week. The evaluation of the Sunnah of the pesantren within the scope of OPPM Al-Mukhlishin is carried out through reports on the implementation of daily and weekly activities of the Sunnah of the pesantren by

OPPM Al-Mukhlishin to the ustadz in the teaching and care division. The report on Islamic boarding school activities by OPPM Al-Mukhlishin relates to the activity of students, ability development, violation of regulations, and obstacles faced.

Evaluation activity sunnah pesantren within the scope of organization of sunnah pesantren activities done every month, Case this seen from development Students. Supervision in Modern Islamic Boarding School Al-Mukhlishin Tanjung Morawa implemented by continuous. Every end month The ustadz in the teaching section and the ustadz in the parenting section conveyed: report Islamic boarding school activities to the head of the madrasa tsanawiyah and the head of the madrasa aliyah. The head of the madrasah submits a report on the sunnah activities of the pesantren to the management of the pesantren at the end of each month (Arifin, 2009).

The daily sunnah pesantren activities mean that these activities are routinely carried out every day from waking up to sleeping again. Those who play an important role in carrying out the daily activities of the Islamic boarding school at the Al-Mukhlishin Modern Islamic Boarding School are the cleric in the teaching department, the parenting teacher, and the OPPM Al-Mukhlishin Tanjung Morawa.

The sunnah pesantren weekly activities are routine activities for students that are carried out every week. The implementation of the weekly sunnah pesantren activities was bombed directly by the teaching ustadz, parenting teacher, homeroom teacher, and extracurricular ustadz. In carrying out these activities, the ustadz are assisted by OPPM Al-Mukhlishin Tanjung Morawa in accordance with their duties and functions.

In discussion evaluation this, God SWT has illustrate to we in in Al-Qur'an when evaluation that should done. Referring to purpose existence evaluation is for reach quality highest (high *quality*) to program which run, so hurry up for do change and repair. Evaluation Islamic boarding school at the Modern Islamic Boarding School Al-Mukhlishin Tanjung Morawa already almost in accordance with Permendiknas Number 49 Year 2007, where evaluation which implemented Among other supervision program, evaluation self, evaluation curriculum. View from component evaluation the, manager no do evaluation utilization educator and power education (Sirojuddin et al., 2021).

Success program planning which done by party which give report included in shape written which containing data and document activity Islamic boarding school. For example total problem which occur During implementation of Islamic boarding school activities within a period of one month. Besides that party management boarding school give opportunity which big to person old or anybody also for convey suggestion as well as critics to boarding school in skeleton Upgrade quality Sunnah of the pesantren at the Modern Islamic Boarding School Al-Mukhlishin Tanjung Morawa.

Report period short which made usually done once a week by OPPM Al-Mukhlishin to the cleric in the teaching section and the cleric in the care section. The short-term report submitted relates to the activity of the santri, the development of the ability of the santri, the violation of regulations, and the obstacles faced in the implementation of the Sunnah of the pesantren at the Modern Islamic Boarding School Al-Mukhlishin Tanjung Morawa.

With existence evaluation this expected Students could repair the drawbacks alone after given advice by the ustadz of the teaching section and the ustadz of the parenting section so that lfuture para Students more good again in carrying out Islamic boarding school activities so that the expected character is formed and increases the ability of students.

Process activity management from start planning, implementation, and evaluation which by continuous this expected will capable produce The achievement that is the goal of the Sunnah of the pesantren is to shape the character of the students of the Modern Islamic Boarding School Al-Mukhlisin Tanjung Morawa. On end act evaluation this Ustadz for teaching, Ustadz for parenting, head of madrasa aliyah, head of madrasa tsanawiyah, and Pesantren management do coordination again for evaluate Islamic boarding school sunnah activities in each semester.

Although thus, Evaluation Islamic boarding school at the Modern Islamic Boarding School Al-Mukhlisin Tanjung Morawa counted enough good, seen from effort manager for develop program Islamic boarding school activities with strive repairs which allow for done.

Evaluation could interpreted as something process evaluation for take decision which use set results measurement and based on on purpose which has formulated. Evaluation activity Islamic boarding school could done moment running activity Islamic boarding school or moment ending activity Islamic boarding school.

Related with time evaluation activity Sunnah of the pesantren in the character of the santri at the Modern Al-Mukhlisin Islamic Boarding School in Tanjung Morawa done every end month, Case this seen from development Students. Supervision in Modern Islamic Boarding School Al-Mukhlisin Tanjung Morawa implemented by sustainable. Every end month, Ustadz for teaching and Ustadz for parenting convey report Islamic boarding school activities to head master. The head of the madrasah submits a report on the sunnah of the pesantren to the management of the pesantren at the end of every month.

Based on results study by general show that system management Islamic boarding school at the Modern Islamic Boarding School Al-Mukhlisin Tanjung Morawa belong to category which good. Case this could proved from results study with method observation, interview and documentation. Management said good because caused factor Islamic boarding school sunnah activities at the Modern Islamic Boarding School Al-Mukhlisin Tanjung Morawa already own planning program which structured, implementation program which regular and evaluation which enough.

## **CONCLUSION**

The Management of the Islamic Boarding School Sunnah System in Shaping the Character of the Santri at the Modern Islamic Boarding School Al-Mukhlisin Tanjung Morawa", the researchers can conclude the following:

The planning of the first stage of the pesantren sunnah activity was carried out through a formal meeting involving the senior leadership of the pesantren, the head of the madrasah aliyah, the head of the madrasah tsanawiyah, the ustadz in the teaching division, and the ustadz in the parenting division who were presented in the preparation of the planning for the sunnah pesantren activities. At the meeting, the first thing that was determined was planning form of Islamic boarding school activities. Based on the concept of education applied at the Modern Islamic Boarding School Al-Mukhlisin Tanjung Morawa, namely the concept of boarding school education using intra-curricular, co-curricular and extracurricular education programs, the form of Islamic boarding school activities is sunnah. by general It is divided into the daily activities of the Sunnah of the pesantren and the weekly activities of the Sunnah of the pesantren.

Implementation activity the sunnah of the pesantren at the Al-Mukhlishin Modern Islamic Boarding School, Tanjung Morawa, first time done on time beginning year teachings new. Activity this done aim for introduce Islamic boarding school activities to Students new and also as refreshment of enthusiasm for old students in carrying out Islamic boarding school activities. The implementation of the sunnah of the pesantren at the Al-Mukhlishin Modern Islamic Boarding School in Tanjung Morawa is monitored directly by the ustadz in the teaching department and the ustadz in the parenting division with the assistance of the Modern Al-Mukhlishin Islamic Boarding School Tanjung Morawa Student Organization in accordance with their duties and functions.

Activity evaluation Sunnah of the Pesantren at the Modern Islamic Boarding School Al-Mukhlishin Tanjung Morawa is carried out continuously by involving responsible components towards the sunnah activities of the Pesantren. In terms of scope, evaluation of activities The sunnah of the pesantren at the Al-Mukhlishin Modern Islamic Boarding School, Tanjung Morawa is divided into two, namely the evaluation of the level of the Al-Mukhlishin Modern Islamic Boarding School Student Organization which is carried out every week and the evaluation of the level of the structure of the pesantren's sunnah activities at the Modern Al-Mukhlishin Islamic Boarding School Tanjung Morawa which is held at the end of every month.

## REFERENCES

- Ahid, N., & Chamid, N. (2021). Implementation of Indonesian National Qualification Framework Based Curriculum in Higher Islamic Education. *Jurnal Pendidikan Islam*, 7(1), 109–122. <https://doi.org/10.15575/jpi.v7i1.12425>
- Aisyah, S., Ilmi, M. U., Rosyid, M. A., Wulandari, E., & Akhmad, F. (2022). Kiai Leadership Concept in The Scope of Pesantren Organizational Culture. *Tafkir: Interdisciplinary Journal of Islamic Education*, 3(1), 40–59. <https://doi.org/10.31538/tijie.v3i1.106>
- Ansori, M. (2020). Pengembangan Kurikulum Madrasah Di Pesantren. *Munaddhomah: Jurnal Manajemen Pendidikan Islam*, 1(1), 41–50. <https://doi.org/10.31538/munaddhomah.v1i1.32>
- Arifin, Z. (2009). *Evaluasi pembelajaran: Prinsip, teknik, dan prosedur*. Remaja Rosdakarya.
- Arifin, Z. (2017). Authority of Spiritual Leadership at Pesantren Temboro Based on Jamaah Tabligh Ideology. *Jurnal Pendidikan Islam*, 6(2), 265–292. <https://doi.org/10.14421/jpi.2017.62.265-292>
- Arikunto, S. (1983). *Prosedur penelitian: Suatu pendekatan praktik*. PT. Bina Aksara, Jakarta.
- Bakri, S. (2020). Teaching Values of Islamic Communism in Surakarta: Issues in the First Quarter of the 20th Century. *Journal of Social Studies Education Research*, 11(1), 192–212.
- Bogdan, R., & Biklen, S. K. (2007). *Qualitative Research for Education: An Introduction to Theories and Methods*. Pearson A & B.
- Chalim, S., Sujono, G., & Usman, F. (2020). Trend Analysis Based Educator Planning. *Nazhbruna: Jurnal Pendidikan Islam*, 3(2), 273–284. <https://doi.org/10.31538/nzh.v3i2.683>
- Danchikov, E. A., Prodanova, N. A., Kovalenko, Y. N., & Bondarenko, T. G. (2021). The potential of online learning in modern conditions and its use at different levels of education. *Linguistics and Culture Review*, 5(S1), 578–586. <https://doi.org/10.21744/lingcure.v5nS1.1442>

- Fathi, M., Fontes, D. B. M. M., Urenda Moris, M., & Ghobakhloo, M. (2018). Assembly line balancing problem: A comparative evaluation of heuristics and a computational assessment of objectives. *Journal of Modelling in Management*, 13(2), 455–474. <https://doi.org/10.1108/JM2-03-2017-0027>
- Fathurrochman, I. (2017). Implementasi Manajemen Kurikulum Dalam Upaya Meningkatkan Mutu Santri Pondok Pesantren Hidayatullah/Panti Asuhan Anak Soleh Curup. *Tadbir: Jurnal Studi Manajemen Pendidikan*, 1(1), 85–104.
- Ferrero, M., Vellido, M. A., & León, S. P. (2021). A valid evaluation of the theory of multiple intelligences is not yet possible: Problems of methodological quality for intervention studies. *Intelligence*, 88, 101566. <https://doi.org/10.1016/j.intell.2021.101566>
- Fitriani, L. (2015). Pendidikan Peace Building Di Pesantren: Sebuah Upaya Mencegah Radikalisasi. *ULUL ALBAB Jurnal Studi Islam*, 16(1), 117–130. <https://doi.org/10.18860/ua.v16i1.3011>
- Fuadi, A., & Suyatno, S. (2020). Integration of Nationalistic and Religious Values in Islamic Education: Study in Integrated Islamic School. *Randwick International of Social Science Journal*, 1(3), 555–570. <https://doi.org/10.47175/rissj.v1i3.108>
- Hafidz, M. (2021). The Role of Pesantren in Guarding the Islamic Moderation. *INFERENSI: Jurnal Penelitian Sosial Keagamaan*, 15(1), 117–140. <https://doi.org/10.18326/infs13.v15i1.117-140>
- Hasanah, M. (2020). Rekrutmen Dan Seleksi Tenaga Pendidikan (Guru) Untuk Meningkatkan Kualitas Pendidikan di SMA Unggulan Berbasis Pesantren Amanatul Ummah Pacet. *Al-Tarbawi Al-Haditsab: Jurnal Pendidikan Islam*, 5(1), Article 1. <https://doi.org/10.24235/tarbawi.v5i1.6310>
- Helmawati. (2017). *Pendidikan karakter sehari-hari*. Remaja Rosdakarya.
- Indrawati, N. K. (2014). Management by Inspiration: Implementation of Transformational Leadership on Business at Pondok Pesantren\*) Sunan Drajat. *Procedia - Social and Behavioral Sciences*, 115, 79–90. <https://doi.org/10.1016/j.sbspro.2014.02.417>
- Lickona, T. (2009). *Educating for Character: How Our Schools Can Teach Respect and Responsibility*. Random House Publishing Group.
- Ma`arif, M. A., & Rusydi, I. (2020). Implementasi Pendidikan Holistik Di Pondok Pesantren Amanatul Ummah Mojokerto. *EDUKASI: Jurnal Penelitian Pendidikan Agama Dan Keagamaan*, 18(1), 100–117. <https://doi.org/10.32729/edukasi.v18i1.598>
- Maarif, M. A. (2018). Analisis Strategi Pendidikan Karakter Melalui Hukuman Preventif. *Ta'allum: Jurnal Pendidikan Islam*, 6(1), 31–56.
- Ma'arif, M. A. (2018). Pola Pengembangan Kurikulum Pendidikan Pesantren Berkarakter: Studi Pondok Pesantren Nurul Ummah Mojokerto | Tadris: Jurnal Pendidikan Islam. *Tadris*, 13(1). <https://doi.org/10.19105/tjpi.v13i1.1635>
- Mahmud, M., Hanif, M., & Hidayatullah, M. F. (2022). Character Education Strategy at Boarding School. *Nazhruna: Jurnal Pendidikan Islam*, 5(1), 51–63. <https://doi.org/10.31538/nzh.v5i1.1822>
- Malik, A., Sudrajat, A., & Hanum, F. (2016). Kultur Pendidikan Pesantren Dan Radikalisme. *Jurnal Pembangunan Pendidikan: Fondasi dan Aplikasi*, 4(2), 103–114. <https://doi.org/10.21831/jppfa.v4i2.11279>

- Mamlu'ah, A. (2017). Pengembangan Budaya Organisasi Pesantren dalam Manajemen Pendidikan Islam. *Al Ulya: Jurnal Pendidikan Islam*, 2(1), 28–40. <https://doi.org/10.36840/ulya.v2i1.71>
- Mello, K. de, Taniwaki, R. H., Paula, F. R. de, Valente, R. A., Randhir, T. O., Macedo, D. R., Leal, C. G., Rodrigues, C. B., & Hughes, R. M. (2020). Multiscale land use impacts on water quality: Assessment, planning, and future perspectives in Brazil. *Journal of Environmental Management*, 270, 110879. <https://doi.org/10.1016/j.jenvman.2020.110879>
- Menon, S., Kars, M. C., Malhotra, C., Campbell, A. V., & van Delden, J. J. M. (2018). Advance Care Planning in a Multicultural Family Centric Community: A Qualitative Study of Health Care Professionals', Patients', and Caregivers' Perspectives. *Journal of Pain and Symptom Management*, 56(2), 213–221.e4. <https://doi.org/10.1016/j.jpainsymman.2018.05.007>
- Moleong, L. J. (1989). *Metodologi penelitian kualitatif*. Remadja Karya.
- Muhamad Arif, M. (2020). Madrasah Ibtidaiyah Transformation Based on Pesantren in the Era of Industrial Revolution 4.0. *Psychology and Education Journal*, 57(8), 420–435. <https://doi.org/10.17762/pae.v57i8.759>
- Munawaroh, M., & Muhaimin, A. (2019). Korelasi Antara Perencanaan Pembelajaran Dengan Hasil Belajar Di SMPI Baburrohman Mojokerto 2017-2018. *Nazhruna: Jurnal Pendidikan Islam*, 2(2), 310–327. <https://doi.org/10.31538/nzh.v2i2.338>
- Pakpahan, P. L., & Habibah, U. (2021). Manajemen Program Pengembangan Kurikulum PAI dan Budi Pekerti dalam Pembentukan Karakter Religius Siswa: Management of IRE Curriculum Development Program and Character in Forming Student's Religious Character. *Tafkir: Interdisciplinary Journal of Islamic Education*, 2(1), 1–20. <https://doi.org/10.31538/tijie.v2i1.19>
- Pollitt, R., Cohn, C., & Seah, W. T. (2020). Assessing spatial reasoning during play: Educator observations, assessment and curriculum planning. *Mathematics Education Research Journal*, 32(2), 331–363. <https://doi.org/10.1007/s13394-020-00337-8>
- Sahid, U., Wasliman, I., Muchtar, H. S., & Insan, H. S. (2021). Management of Student Characteristics Through Extracurricular Activities in The School Environment Based on Islamic Boarding Schools. *Munaddhomah: Jurnal Manajemen Pendidikan Islam*, 2(2), 116–125. <https://doi.org/10.31538/munaddhomah.v2i2.97>
- Saihu, S., & Rohman, B. (2019). Pembentukan Karakter Melalui Model Pendidikan Transformatif Learning Pada Santri Di Pondok Pesantren Nurul Ikhlas Bali. *Edukasi Islami: Jurnal Pendidikan Islam*, 8(02), 435–452. <https://doi.org/10.30868/ei.v8i2.477>
- Sanjaya, W. (2015). *Perencanaan dan Desain Sistem Pembelajaran*. Kencana.
- Santika, F., & Rini, R. (2021). School Library Management Information System. *Nidhomul Haq: Jurnal Manajemen Pendidikan Islam*, 6(2), 267–278. <https://doi.org/10.31538/ndh.v6i2.1436>
- Shobihah, I. F., & Walidah, P. Z. (2021). Interelasi Orangtua, Guru Dan Anak Dalam Membentuk Karakter Siswa Madrasah Ibtidaiyah Plus Darul Falah Jombang. *Atthiflah: Journal of Early Childhood Islamic Education*, 8(1), 22–29. <https://doi.org/10.54069/atthiflah.v8i1.92>

- Sirojuddin, A., Aprilianto, A., & Zahari, N. E. (2021). Peran Kepala Sekolah Sebagai Supervisor Pendidikan Dalam Meningkatkan Profesionalisme Guru. *Chalim Journal of Teaching and Learning (CJoTL)*, 1(2), 159–168.
- Sitepu, M. S., & Amelia, C. (2021). Development of Islamic Values Civics Module on Rights and Obligations for Elementary High School Students. *Nazhruna: Jurnal Pendidikan Islam*, 4(3), 617–628. <https://doi.org/10.31538/nzh.v4i3.1690>
- Surya, P., & Rofiq, M. H. (2021). Internalisasi Nilai Karakter Jujur Dalam Proses Pembelajaran Di Kelas VIII Madrasah Tsanawiyah Unggulan Hikmatul Amanah Pacet Mojokerto. *Munaddhomah: Jurnal Manajemen Pendidikan Islam*, 2(1), 31–37. <https://doi.org/10.31538/munaddhomah.v2i1.65>
- Warti'ah, W. (2020). The Implementation of Madrasa Culture in Building Students' Character. *Nazhruna: Jurnal Pendidikan Islam*, 3(2), 247–259. <https://doi.org/10.31538/nzh.v3i2.583>
- Yusuf, M. (2019). Perkembangan Madrasah Formal Di Indonesia. *Intizam, Jurnal Manajemen Pendidikan Islam*, 2(2), 135–146.
- Zubaedi. (2015). *Desain Pendidikan Karakter*. Prenada Media.