Santri Management in Pesantren (Islamic Boarding Schools)

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Abstract: Santri Management in Pesantren (Islamic Boarding Schools)
Objective: This study aims to analyze the management of students at the Dar El-Hikmah Islamic Boarding School in Pekanbaru through a review of the guidance, supervision, strengthening of student organizations, and implementation of extracurricular activities in the daily lives of students. **Method:** This study uses a qualitative approach with a case study design. Data was collected through intensive observation for one month, in-depth interviews, and data analysis using the Miles and Huberman model. **Results**: Student management at the Dar El-Hikmah Islamic Boarding School is carried out in a structured manner through the supervision of daily activities, continuous moral guidance, strengthening the student organization as a forum for leadership, and organizing extracurricular activities based on interests and talents, a whole range of responsibilities, and the social competence of students. **Conclusion:** The digital literacy capacity of students and the use of technology in the management system are still limited, so Islamic boarding schools need to strengthen these areas to adapt to the demands of the modern era. **Contribution:** This study reveals a structured santri development ecosystem, encompassing character development, supervision, organization, and extracurricular activities, which forms an integrative management system and opens up opportunities for pesantren transformation to ensure relevance and resilience in the modern era:

Keywords: Student Management; Islamic Boarding School; Character Development

Abstract: Manajemen Santri di Pondok Pesantren
Tujuan: Penelitian ini bertujuan menganalisis manajemen santri di Pondok Pesantren Dar El-Hikmah Pekanbaru melalui kajian terhadap proses pembinaan, pengawasan, penguatan organisasi santri, serta pelaksanaan kegiatan esktrakurikuler yang diterapkan dalam kehidupan sehari-hari santri. **Metode:** Penelitian ini menggunakan pendekatan kualitatif dengan desain studi kasus. Data dikumpulkan melalui observasi intensif selama satu bulan, wawancara mendalam, analisis data menggunakan model Miles dan Huberman. **Hasil:** Manajemen santri di Pondok Pesantren Dar El-Hikmah dialksanakan secara terstruktur melalui pengawasan kegiatan harian, pembinaan akhlak secara berkelanjutan, penguatan organsiasi santri sebagai wadah kepemimpinan, serta penyelenggaraan kegiatan ekstrakurikuler berbasis minat dna bakat, seluruh rangkaian tanggung jawab, serta kompetensi sosial santri. **Kesimpulan:** Kapasitas literasi digital santri dan pemanfaatan teknologi dalam system manajemen masih terbatas, sehingga pesantren perlu melakukan penguatan di bidang tersebut untuk menyesuaikan diri dengan tuntutan era modern. **Kontribusi:** Penelitian ini mengungkap ekosistem pembinaan santri yang terstruktur, mencakup akhlak, pengawasan, organisasi, dan ekstrakurikuler, yang membentuk manajemen integratif dan membuka peluang transformasi pesantren untuk relevansi dan ketahanan di era modern.

Kata Kunci: Manajemen Siswa; Pondok pesantren; Pengembangan Karakter

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A. INTRODUCTION

Student management is a central component of the educational system in Islamic boarding schools (pesantren). Effective student management aims to create a disciplined, organized, and morally grounded learning environment in which students (santri) develop not only academically but also in terms of character, discipline, social responsibility, and daily living skills. In the contemporary era, pesantren are required to strengthen their management systems so they remain professional, structured, and aligned with the evolving needs of modern education (Assya'bani, 2023).

Pesantren today face increasingly complex challenges, including shifting student behavior, the need for consistent supervision of daily activities, strengthening student organizations, and implementing extracurricular programs as platforms for student development. Moral guidance and discipline formation require a systematic managerial strategy to ensure that all santri activities run effectively and in accordance with the educational mission of the pesantren (Ulandari, 2022). However, field observations indicate that such management practices are not always optimal; issues such as inconsistent supervision, limited coordination within student organizations, and gaps in teacher capacity to provide intensive mentoring often affect the quality of santri development.

Observations at Dar El-Hikmah Islamic Boarding School reveal several challenges, including inconsistencies in daily supervision, limited digital literacy among students, insufficient integration of technology into management practices, and the need for more structured leadership and extracurricular programs. These findings are consistent with previous research, which shows that many pesantren in Indonesia lack standardized evaluation systems and comprehensive management frameworks, resulting in suboptimal character development and inadequate student supervision (Sunardi, 2024).

Several studies emphasize the importance of structured management in shaping students' character and discipline. Islamic education management in Islamic boarding schools (Badri, 2025; Rahayu & Bahri, 2025). Muhammad (2022) found that moral development programs in pesantren are highly dependent on systemic management, ranging from daily routines to the exemplary attitudes of teachers and administrators. Likewise, Shunhaji highlighted the strategic role of student organizations in developing leadership, responsibility, and independence when implemented within a clear managerial framework (Shunhaji, 2020).

In terms of institutional development, Assya'bani (2023) asserts that pesantren are moving into the digital era and must adopt innovative governance strategies, including the gradual use of digital tools in administration and student supervision, while maintaining their traditional educational values. Despite this, research that integrates the elements of moral guidance, daily supervision, student organization management, extracurricular empowerment, and digital readiness into one comprehensive management framework remains limited.

Based on this gap, the present study aims to provide a comprehensive analysis of santri management at Dar El-Hikmah Islamic Boarding School by examining its moral development strategies, supervision mechanisms, organizational strengthening, and extracurricular activities. Furthermore, this study aims to identify the challenges encountered in santri management, particularly in relation to digital readiness, and to provide recommendations for strengthening sustainable and adaptive student management practices that support pesantren relevance and resilience in the modern era.

The novelty of this study lies in its holistic analysis of santri management at Dar El-Hikmah Islamic Boarding School by simultaneously examining: 1) moral development strategies, 2) mechanisms of daily supervision, 3) the strengthening of student organizations as leadership platforms, 4) the empowerment of extracurricular activities based on students' interests and talents, and 5) the level of digital readiness and technology utilization in santri management. By combining these elements within a single case study, this research provides

an integrated picture of how a structured ecosystem of santri development is organized and how it can be gradually transformed to remain relevant and resilient in the modern era.

Accordingly, this study has the following research objectives: (1) to describe and analyze the implementation of santri management at Dar El-Hikmah Islamic Boarding School, covering moral guidance, daily supervision, student organization management, and extracurricular activities; (2) to identify the strengths and challenges of santri management practices at Dar El-Hikmah, particularly in relation to discipline, independence, and social competence of the students; (4) to examine the level of digital readiness and the extent to which information and communication technology is integrated into santri management at Dar El-Hikmah; (5) to formulate recommendations for strengthening sustainable and adaptive santri management practices that support the relevance and resilience of pesantren in the digital era.

Through these objectives, the study is expected to contribute both theoretically to the discourse on Islamic education management and practically to the improvement of santri management models in Islamic boarding schools, especially those seeking to balance traditional values with the demands of contemporary education and digital transformation.

B. METHOD

This study uses a qualitative approach with a case study design to gain an in-depth understanding of santri management at the Dar El-Hikmah Islamic Boarding School in Pekanbaru. This approach was chosen because it allows researchers to explore the process of coaching, supervising, and managing santri in the context of boarding school life holistically.

This research was conducted in 2025 and lasted for one month (June), involving intensive observation of the students' daily activities and the managerial processes carried out by the boarding school administrators. The research subjects consisted of teachers, boarding school administrators, and students, who were selected using purposive sampling, which involves the selection of informants based on their direct involvement and relevance to the research focus.

Data was collected through three main techniques, namely: 1) Observation, to directly observe the activities of the students, supervision patterns, and implementation of the guidance program; 2) In-depth interviews, to obtain in-depth information from administrators, educators, and students; 3) Documentation, in the form of activity archives, pesantren rules, organizational structure, and another supporting document (Thalib, 2022).

The research procedure includes: 1) Pre-field stage, namely preliminary studies and the preparation of observation and interview instruments; 2) Data collection in the field through observation, interviews, and documentation; 3) Preliminary analysis, conducted simultaneously with the data collection process; 4) Data verification through triangulation of techniques and sources; 5) Preparation of research reports based on the findings that have been analyzed (Ramadhan, 2016).

Data analysis was conducted using the Miles and Huberman model, which includes: 1) Data reduction to select relevant information; 2) Presentation of data in the form of narratives and thematic categories; 3) Drawing conclusions based on patterns and relationships between findings. The validity of the data was strengthened through triangulation of techniques (observation, interviews, and documentation) and triangulation of sources (administrators, teachers, and students) (Sa'diyah, 2024).

C. RESULTS AND DISCUSSION
Result

The results of this study provide a comprehensive overview of student management practices at Dar El-Hikmah Islamic Boarding School, encompassing daily supervision, moral development, organizational strengthening, cadre formation, extracurricular activities, con-

flict resolution, program evaluation, and adaptation to the digital era. These findings were obtained through one-month observations, in-depth interviews, and a review of documents.

1. Implementation of Daily Supervision and Moral Development

Daily activities in the pesantren follow a structured routine involving worship, learning, cleaning suites, and evening evaluations. Teachers and administrators actively supervise students to ensure discipline and continuity of moral coaching. Interview reinforcement: "Every day we supervise the students from morning until night, not only to ensure discipline but also to guide their manners." (Ustadz A, June 2025)

2. Students Development Management

The pesantren implements various coaching programs aimed at improving students' academic, spiritual, and non-academic competencies. Students are grouped based on their interests and talents, and are encouraged to participate in programs that support personal growth, such as MTQ training, martial arts, and the arts. Interview evidence: "We help students (santri) discover their potential. Extracurricular activities and interest groups greatly support this" (Ustadzah F, June 2025).

3. Management of Student Organization

Student organization (organisasi santri) is used as a leadership training platform. Students are given responsibilities to manage daily tasks, regulate their peers, coordinate activities, and resolve minor conflicts under the supervision of teachers. Interview support: "We deliberately give responsibility to students (santri) through organizations so that they learn to lead and work together" (Extracurricular Activities Committee, June 2025).

4. Cadre Formation

Cadre formation is implemented to prepare future leaders. Senior students mentor junior students, particularly in areas such as discipline, worship routines, and organizational tasks. Interview confirmation: "Senior students (santri) mentor their juniors, which ensures continuity and fosters a sense of responsibility." (Head of students, June 2025).

5. Extracurricular Empowerment Strategies

Extracurricular activities serve as valuable instruments for building creativity, confidence, discipline, and social skills. Activities include sports, arts, religious competitions, and leadership camps. Interview extract: "Extracurricular activities make students (santri) more confident and help them discover their talents. From there, students are better able to focus on developing their skills and are always enthusiastic about participating in activities that match their talents." (Extracurricular Advisor, June 2025).

6. Conflict Management Practices

Conflicts among students are typically related to discipline violations, interpersonal misunderstandings, or organizational duties. Teachers and administrators address conflicts through dialogue, mediation, and moral advice. Interview insight: "Most conflicts are simple. We strive to resolve them by calling in the parties involved and providing advice as part of the resolution process." (Foundation Management, June 2025).

7. Evaluation of Student Management

The pesantren conducts informal evaluations through routine meetings and monitoring notes; however, a formal, standardized evaluation system has not been fully implemented. Interview clarification: "Program evaluations already exist, but we still need a systematic evaluation model." (Ustadz K, June 2025)

8. Student Management in the Digital Era

The findings indicate that digital literacy among students (santri) remains limited, mainly due to the pesantren's restrictions on devices and the lack of technological facilities. Techno-

logy has not yet been integrated optimally into management or learning systems. Interview reflection: "The students (santri) are actually enthusiastic about learning technology, but the facilities are still lacking. In addition, they are not allowed to bring cell phones, so they cannot use their own technology-based devices." Ustadzah D, June 2025.

Discussion

1. Santri Management

The concept of santri management is inextricably linked to the institutional characteristics of pesantren. (Nashihin, 2025) Describe a pesantren as an Islamic boarding school that combines a kyai as the central religious leader, santri as resident students, dormitories (pondok) as the living and learning space, and a mosque as the main center of worship and learning within an integrated educational environment. In a similar vein, Muh (2025) emphasizes that pesantren is an Islamic educational institution with a boarding system, where the kyai, mosque or prayer room, dormitory, and classical Islamic texts (kitab kuning) form core elements that work together as a social and educational system.

Drawing on classical interpretations summarized by Umar (2021), the term "santri" is often traced to the Sanskrit words "sastri" or "shastri," meaning a person who is literate in or knowledgeable about sacred texts, as well as to the Javanese term "cantrik," referring to a student who closely follows and serves a teacher.

These understandings underscore that santri management is fundamentally directed toward forming learners who master Islamic knowledge while developing disciplined character, independence, and social responsibility within the pesantren environment. Nilan (2012) characterizes the Indonesian pesantren as a "total institution" that combines a dormitory-style pondok with a madrasah providing formal schooling. Students spend virtually twenty-four hours a day within this institutional environment, following long routines of prayer, Qur'an recitation, religious study, and formal lessons, with little privacy and few material comforts. Living conditions are typically austere, and rules are strict, yet these features are understood as integral to cultivating modesty, self-discipline, and moral resilience. Within such a tightly regulated space, pedagogical relationships with teachers and peers, rather than material facilities, become the primary source of pleasure and symbolic "riches" for students. This description is highly relevant for understanding how student management in pesantren, such as Dar El-Hikmah, operates through daily routines, communal living, and disciplinary practices to shape the character and learning dispositions of santri.

To achieve the previously established goals of the Dar el-Hikmah Islamic boarding school, management is the process of organizing, planning, directing, and supervising the work of organizational members, as well as utilizing other resources of the Dar el-Hikmah Islamic boarding school. Planning, organizing, directing, and managing actions taken to determine and achieve predetermined goals through the use of human resources and other resources is a distinctive management process, according to GR. Terry. Management also refers to efforts or the achievement of desired goals through the creation or formation of an environment that is more supportive of the work carried out by two or more people in an organized group.

Dar El-Hikmah Islamic boarding school. The term "Pesantren" refers to the place where students live and is derived from the word "santri," with the prefix "pe" and the suffix "-an." According to another interpretation, Pesantren is an Islamic educational institution. Pesantren, according to several sources, is a place where people learn to be good people. According to Nurcholish Madjid, there are two ways to interpret the origin of the term "santri". First, the view is that "santri" originates from the Sanskrit word "sastri," meaning educated. However, Zamkhsyari Dhofier argues that the word "santri" in Indian languages refers to a scholar of Hindu scriptures or someone familiar with the sacred texts of that religion.

The goal of education at the Dar el-Hikmah Islamic boarding school is to cultivate individuals with a profound understanding of the three pillars of Islam: God, humanity, and nature. This differs from the total dichotomy between God (khaliq) and creatures, which encompasses the forms of relationship between these three elements. Furthermore, pesantren graduates must be highly competent in responding to the demands and challenges of life within the constraints of space and time.

2. Student Development Management

Dar El-Hikmah Islamic Boarding School demonstrates how well-organized development management can maximize children's non-academic potential. Using a holistic approach, this boarding school develops non-academic skills, including martial arts, music, theatre, and the arts, in addition to teaching religious knowledge. Students are allowed to discover and develop their potential in various professions through talent selection, ability grouping, and rigorous teaching (Janingsih, 2025).

From a theoretical perspective, student development management in Islamic boarding schools aligns with recent concepts of holistic character education in pesantren (Firmansyah 2024). Describe character education in a pesantren setting as a holistic process that simultaneously develops the moral, spiritual, and ethical dimensions of santri through integrated activities inside and outside the classroom, with teachers acting as role models for daily behavior.

Likewise, a case study at Pondok Pesantren Al-Falah shows that pesantren-based character education is implemented through a holistic approach that strengthens the spiritual, moral, intellectual, and social aspects of santri while also equipping them with life skills, independence, and entrepreneurial competencies needed to face the challenges of globalization (Ruli, 2025)

In addition, research on the Mahadul Yatama Islamic boarding school indicates that the pesantren's communal and disciplined environment contributes to the development of santri resilience, personal competence, and positive adaptation in the face of emotional and social pressures (Amelasasih, 2025). Taken together, these findings support the view that student development management in Islamic boarding schools is essentially the management of an integrated process that forms santri who are intellectually capable, spiritually mature, morally grounded, and socially responsible.

An organization is formed from various interrelated work structures and activity programs. Each member has a specific role, responsibility, and authority to contribute to achieving the goals. This cannot be separated from the role of the administrators of the Dar el-Hikmah Islamic Boarding School, which oversees various educational activity programs, especially in guiding students. These administrators carry out the duties and responsibilities of creating and developing students with noble character, both from the foundation's advisors and leaders as well as the teaching staff (asatidz/ust) (Muhammad, 2022).

Many preachers at the Dar el-Hikmah Islamic Boarding School have influenced society, but Mad'u is only interested in listening to their words, their eloquence, their style of speech, and their clothes; Mad'u does not understand how a preacher can develop their abilities. Pesantren function as both educational institutions and da'wah institutions, training male and female students to become future preachers. This is because pesantren have noble values that are very important for the effectiveness of their da'wah activities. Therefore, training quality preachers is crucial for Islamic institutions that require preachers (Jepri, 2021).

Pesantren are Islamic educational institutions that have helped shape the personalities of students, especially the Dar el-Hikmah Islamic boarding school, by fostering moral, ethical, and religious principles. However, today's students possess non-academic skills that are highly relevant to the world we live in. The normative reference point for understanding and changing student behavior is character education. According to Lickona, a person has good character if they have undergone a series of activities that include knowing what is good,

wanting what is good, and doing what is good despite internal temptations and external pressures. Strong character is characterized by the ability to judge what is right, care about what is right, and act in the right way (Janingsih, 2025).

Through discipline, children at the Dar el-Hikmah Islamic boarding school can develop better character, become more focused and structured, and develop a greater sense of personal responsibility. The application of discipline has existed since an early age. This is done to help shape the personality or mentality of children so that they can follow the rules as they are. Children's attitudes and behaviors can be structured and regulated through discipline, and their mental state can become calmer (Ulandari, 2022).

The findings of this study indicate that student management at Dar El-Hikmah extends beyond maintaining internal discipline to also serve as a preparatory process for broader social roles. Through structured daily supervision, moral development, student organization management, cadre formation, and extracurricular empowerment, students are gradually trained to assume leadership, cooperation, and problem-solving responsibilities. This pattern resonates with Pohl's (2006) description of pesantren, such as Al-Muayyad Windan, where religious boarding education is explicitly linked to community development, peacebuilding, and the strengthening of democratic civil society. In both contexts, pesantren are not merely spaces for transmitting religious knowledge, but also arenas for cultivating socially engaged, morally grounded, and civically responsible young Muslims.

Students' development is facilitated through continuous habituation, embedded in daily interactions. This research highlights that ta'dzim is internalized through concrete practices such as the way students speak and behave. Moreover, interact with teachers and peers. This habituation process fosters positive moral qualities, including humility, discipline, and social etiquette. Through interpersonal relationships and everyday practices, pesantren cultivate an environment in which moral values are instilled consistently. Therefore, student development is implemented not only through formal instruction but also through a daily culture that educates directly and holistically (Arina, 2025).

In the development of santri, the process of socialization becomes an essential managerial element. Masnu'ah found that socialization carried out both directly and indirectly can increase understanding, engagement, and support from santri as well as the broader community toward pesantren programs. In addition, collecting data on students' interests and talents is also an essential component in developing their potential. This data collection is necessary to identify tendencies, initial competencies, and the readiness of santri to participate in specific development programs, enabling supervisors to assign roles and design programs that are more targeted and relevant. From a learning approach perspective, an emphasis on participatory experiences (learning by doing) and the use of direct, continuous mentoring allows students to internalize values and skills. This approach aligns with the pesantren's character development model, which is based on daily activities and the internalization of Islamic values through role modeling (Syafira, 2023).

3. Management of the Santri Organization

A forum is needed to unite involvement in this student organization so that the role of the santri can be maximized in the development process of the Dar el-Hikmah Islamic boarding school. The Kyai serves as the highest leader of the organization, while the Ustadz acts as a mentor who regularly provides direction and guidance on the organization's operations (Huda, 2018).

Agus Budiman's study demonstrates that the development of student leadership is facilitated through internal organizational structures, teacher supervision, and structured activities that foster discipline, responsibility, and managerial skills (Agus, 2023).

Four main components form an organization at the Dar el-Hikmah Islamic boarding school: a group of individuals, interaction, cooperation, and common goals. An organization is a methodical and structured approach to working on a project. Individuals who work for a

company can be more effective and productive than those who work alone. When all components, including leaders and those they lead, have a place, organizational goals, work, structure, technology, and environment, then an organization can function effectively. An organization can classify Islamic boarding schools in the sense described above (Safitri, 2022).

At the Dar el-Hikmah Islamic boarding school, the student organization plays a crucial role in managing various student activities. Of course, some administrators are in charge of supervising or planning the implementation of all activities carried out at the boarding school, which take place throughout the day. Of course, each pesantren has its own organization with different names. However, in general, the student organization supervises and manages activities similar to those of the student council in public schools. In fact, this student organization supervises almost all activities from waking up in the morning to going to bed at night (Shunhaji, 2020).

4. Management of Student Cadres

Referring to the cadre management system, such as the effectiveness of replacement, in the Dar el-Hikmah Islamic boarding school, the leadership of the kyai is closely related to the cadre system, namely the issue of who and how to choose the person who will take over and foster a new sense of confidence in his successor. The level of empowerment, human resources, and the level of applicant participation in the cadre system contribute to the creation of a policy model in the Dar el-Hikmah Islamic boarding school—innovation in leadership. Although cadre administration is essentially part of the daily learning program, the kyai, as the highest leader in the Dar el-Hikmah Islamic boarding school, cannot be separated from the implementation of firm policies.

Pesantren Dar el-Hikmah is a place that educates religious thinkers, produces human resources, and empowers the community. However, with the advent of a more modern era and fierce competition, there is no guarantee that its graduates will become scholars or kiai and choose a career in the religious field. As a result, the students must acquire life skills and religious knowledge before entering society. Of course, Islamic boarding schools also require effective cadre management and the development of entrepreneurial spirit.

Cadre development in pesantren is a planned process aimed at preparing future leaders capable of continuing the institution's traditions and values. Nurul (2023) shows that this process is carried out through student organizational structures, teacher supervision, and structured activities that cultivate discipline and task-management skills. Ahmad (2021) a study further reveals that cadre formation is strengthened through patterns of khidmah, delegated responsibilities, and continuous mentoring, enabling students to learn leadership through direct experience. At the institutional level, Hasan (2022) explains that pesantren have historically served as spaces for the regeneration of scholars and community leaders, making leadership succession an essential element of pesantren sustainability. Therefore, cadre development in pesantren is a combination of moral cultivation, value habituation, and the gradual preparation of students' leadership capacities.

Spiritual leadership can be understood as a form of leadership that brings the worldly dimension of organizational management into a spiritual or divine frame of reference. It is grounded in religious ethics and expressed through exemplary conduct, service, compassion, and the internalization of divine values in leadership goals, processes, culture, and behavior (Abdul, 2022). In this sense, spiritual leaders are not only expected to make effective decisions but also to inspire, move, and guide others through their personal integrity and religious commitment.

Islamic boarding schools (pesantren) provide a distinctive institutional setting for spiritual leadership. Abdul (2022) shows, pesantren leadership is typically centered on the kiai, whose religious knowledge, spiritual charisma, and moral authority place him at the apex of decision-making. Management in many pesantren revolves around the kiai's advice and role modelling, sometimes with limited reliance on formal or "modern" management structures.

This kiai-centered leadership model has important implications for student management, because policies, routines, and disciplinary practices are often derived from the spiritual considerations and personal judgments of the pesantren leader.

5. Extracurricular Empowerment Strategies for Students

Pesantren as educational institutions currently have the task of preparing the next generation to face the challenges of an ever-changing world. Pesantren will face greater challenges in achieving their goals as the contemporary world becomes more complex (Shunhaji, 2020).

Extracurricular activities are educational pursuits that occur outside the classroom and are designed to support student growth in alignment with their interests, abilities, needs, and potential, particularly at the Dar el-Hikmah Islamic boarding school. Ustadz or other educational professionals with skills and authority in schools are specifically responsible for planning extracurricular activities. Through extracurricular activities, it is hoped that the Dar el-Hikmah Islamic boarding school can provide students with valuable life experiences. Furthermore, an assessment of the impact of extracurricular activities on students should be carried out, taking into account the changes they experience and the life skills they acquire (Muhammad, 2024).

Theoretically, empowering extracurricular activities in Islamic boarding schools aligns with the concept of self-development in Islamic education, which emphasizes character building, creativity, independence, and social skills development in students. Research in modern Islamic boarding schools reveals that extracurricular activities play a significant role in shaping the religious, moral, and social character of students through structured activities outside the classroom (Emawati, 2022). Additionally, religious-based extracurricular activities have been proven effective in enhancing students' spiritual attitudes and social behavior, thereby strengthening their sense of identity and social responsibility as students. Other studies confirm that extracurricular activities provide a strategic space for developing creativity, leadership skills, and life skills that cannot be obtained through formal classroom learning (Muhammad, 2024). Thus, the empowerment of extracurricular activities in Islamic boarding schools is an essential instrument in the holistic development of students, both morally, intellectually, and socially.

Through capacity building, extracurricular activities at the Dar el-Hikmah Islamic boarding school emphasize the development of students' potential skills and sense of responsibility, broadening their social experiences and improving their readiness to enter the workforce. Development, socialization, recreation, and career preparation are the four objectives of extracurricular activities in educational units, namely:

The developmental function supports students' personal growth by fostering their interests, helping them reach their full potential, and providing opportunities for them to develop their leadership and character. The social function provides students with opportunities to practice social skills, expand their social experiences, and internalize moral and social ideals, thereby improving their abilities and sense of responsibility. To encourage student growth, recreational activities are conducted in a relaxed, happy, and enjoyable environment. Students should be able to find a school life or an environment that is more interesting and challenging through extracurricular activities (Masyitah, 2022).

Religious extracurricular activities play an important role in the social character development of students at the Dar el-Hikmah Islamic Boarding School. Students can interact with teachers and fellow students in a supportive environment through various activities, including collaborative religious studies, religious competitions, and other social events. Students develop empathy, tolerance, and practical communication skills, in addition to learning about the values of unity and cooperation, through these meetings. All of these are important components of the creative character needed to face various difficulties in society in the future (Azhari, 2025).

The discipline of students at the Dar el-Hikmah Islamic Boarding School has a direct impact on their extracurricular performance. Students at Islamic boarding schools are expected to maintain regular and orderly discipline, avoiding any violations that could harm themselves or the boarding school. The first prerequisite for the dynamics of Islamic boarding school education is student discipline. The goal of every Islamic boarding school is to produce students with good character and morals. Therefore, to develop a system for enforcing student discipline, every individual or group must be able to achieve the set goals. An ideal system will enable Islamic boarding schools to implement and carry out all planned activities (Podunge, 2020).

6. Conflict Management at Dar El-Hikmah Islamic Boarding School

In their research, Muhsin and Arifin found that conflicts between boarding school families do occur in these institutions, including at the Dar El-Hikmah Islamic Boarding School. According to Muhsin, power struggles between boarding school families, as well as differences of opinion about management and teaching, can all lead to conflict within the boarding school. For example, conflicts between Islamic boarding school "elites" that arise due to miscommunication and differences of opinion can result in sociological or psychological difficulties, such as hostility towards others. In addition, Muhsin highlights and clarifies the chronology of family disputes in Islamic boarding schools, showing that the first dispute occurred among the elites of the Islamic boarding school, specifically the sons and daughters, or grandchildren, of the Kiai (Hadisaputra, 2021).

The objectives of conflict management at Pondok Pesantren dar el-hikmah are to ensure that people within the organization do not stray from the organization's vision, mission, and goals; to respect diversity and understand others; to encourage greater innovation; Improving choices by considering various data and perspectives; Encouraging task implementation through involvement, mutual understanding, and collaboration; Establishing protocols and systems for resolving disputes; Encouraging an unfriendly work environment and a conflict-ridden organizational climate: mutual suspicion, low morale, and fear; Increasing the frequency of strikes that result in sabotage for the losing party in the conflict; Decreasing organizational commitment and loyalty; and Disrupting production and operational processes (Muhammad, 2023).

Although resolving disputes that occur at the Dar el-Hikmah Islamic boarding school can be difficult, it does not mean that the reality cannot be understood. The desire and sincerity of the parties in resolving the conflict are the main factors in dispute resolution. Sometimes, the help of others is necessary to achieve these goals and fulfill good intentions (Nury, 2023).

7. Student Management Evaluation

Lack of methods to assess and evaluate student abilities. To date, the Dar el-Hikmah Islamic Boarding School lacks an effective system for assessing and monitoring the academic and spiritual development of its students. As a result, the children's development is not very focused, and it is difficult to determine how well religious and intellectual education have been integrated. A comprehensive assessment can actually help Islamic boarding schools identify areas that need improvement in order to enhance student management. Therefore, Dar El-Hikmah Islamic Boarding School has taken several measures to address these issues, including the development of educational facilities and modifications to the curriculum. There is still significant room for improvement, particularly in terms of creating a better learning environment, enhancing alignment between the academic and religious curricula, and implementing more adaptive and integrated time management (Sunardi, 2024).

The evaluation of student management in Islamic boarding schools is carried out through monitoring the effectiveness of the rules implemented. Based on the contents of Yoyo, rules that are applied consistently, and accompanied by strict supervision, have proven effective in shaping students' character. Consequences for compliance with the rules serve as one of the

indicators of the success of the developmental process. This indicates that the evaluation process in student management primarily focuses on behavior, discipline, and adherence to institutional regulations, allowing evaluation to occur continuously through students' daily activities (Yoyo, 2023).

Additionally, curriculum evaluation has not been conducted consistently or methodically. There is no formal method or regular forum for evaluating the effectiveness of the established curriculum. Memorization or understanding of classical texts is the primary focus of learning achievement assessment, rather than students' ability to apply their knowledge outside the pesantren. Curriculum evaluation often overlooks the opinions of students and their parents regarding subject matter and teaching strategies (Baharuddin, 2025).

Implementation is a crucial component. Islamic boarding school administrators and ustadz, who are competent in their fields and carry out their responsibilities, oversee the achievement of the Islamic boarding school program through the Dar El-Hikmah initiative. Management is carried out by competent and qualified staff from Dar El-Hikmah Islamic Boarding School. In accordance with the maturity of the organization and the experience of each dormitory, members who have completed the management program and are involved in the institution's management are selected to become leaders (Widi, 2024).

Planning evaluation at the Dar El-Hikmah Islamic Boarding School is crucial to implement in order to improve each program and address shortcomings. Because it involves all parties involved in the implementation of the plan, planning evaluation is considered adequate, as it provides a deeper understanding of the shortcomings that arise in the field during implementation (Musringudin, 2022).

8. Student Management in the Digital Era

The advent of the digital era and rapid technological advances have presented new challenges for Dar El-Hikmah Islamic Boarding School. Islamic boarding schools must continue to evolve and develop new programs that are relevant to the current times. Considering that Azra claims Islamic boarding schools are one of the most significant representations of Islamic education in Indonesia due to their extraordinary adaptability, which enables them to survive amid political turmoil and time, this is not impossible (Safitri, 2022).

Management, communication with stakeholders, and the management of the teaching and learning process at the Dar El-Hikmah Islamic Boarding School are all influenced by the integration of information and communication technology (ICT). Information and communication technology (ICT) has the potential to transform the way Islamic boarding schools manage internal and external communication and operations. Technology is often utilized to enhance the quality of services offered by Islamic boarding schools to students, the community, and stakeholders who are partners of these institutions.

Some Islamic boarding schools still need guidance and improvement, but the development of the Dar El-Hikmah Islamic Boarding School can be successful and satisfactory. This is because the expertise and abilities of the kyais, as managers of the Islamic boarding school, greatly influence the success or failure of the Islamic boarding school (Assya'bani, 2023).

Many areas can be developed within the Dar El-Hikmah Islamic boarding school environment, particularly in the field of digital technology, which is currently inextricably linked to digitalization. However, the development of this highly advanced digital technology is hampered by the pesantren's policy of restricting the use of digital devices for its students, as well as the lack of human resources who understand digital technology, resulting in low digital literacy among students (Maryono, 2024).

One of the main benefits of this digital approach is its ability to streamline the selection process at Pondok Pesantren Dar El-Hikmah. Pondok Pesantren Dar El-Hikmah screens prospective students based on established academic standards and moral principles, utilizing a computerized selection algorithm. This method streamlines the selection process, making it faster, more objective, and consistent.

For all Islamic boarding schools, including Dar El-Hikmah Islamic Boarding School in Indonesia, the digitization of Islamic boarding school education in the Society 5.0 Era presents both opportunities and challenges. In addition to improving the branding of Islamic boarding schools, the digitization of Islamic boarding school education also aims to educate the public about the values of education. One of these values is education in Islamic boarding schools, which is a key factor in producing a superior generation, particularly in the fields of religion, independence, manners, and social interaction (Pujianto, 2023).

In the face of the challenges of the modern era and the wave of digitalization, Islamic boarding schools must adapt their student management systems to maintain their institutional identity and stability of values. The contents of Faisal Musa explain that pesantren traditions, such as bai'at and value habituation, are now directed toward strengthening religious moderation and students' national awareness. Pesantren plays a crucial role in countering the influence of transnational and radical ideologies by instilling the values of tawassul (moderation), tasamuh (tolerance), tawazun (balance), and i'tidal (justice). Amid the rapid flow of digital information, pesantren are required to preserve their traditional values while adjusting their developmental approaches so that they remain relevant for the modern generation of students. This underscores that students' management in the digital age is not only related to technology but also to character building and values resilience (Faisal Musa, 2025).

D. RESEARCH IMPLICATIONS AND CONTRIBUTIONS

1. Research Implications

Theoretical Implications. This study provides an overview that structured management of santri through tutoring, daily supervision, extracurricular activities, and strengthening of the santri organization has an impact on increasing the independence and discipline of santri. Other Islamic boarding schools can utilize these findings to develop targeted and systematic guidance patterns by applying aspects of spiritual, social, and non-academic skills. In addition, the study's results indicate a need to strengthen digital literacy and gradually adapt to technology, enabling Islamic boarding schools to remain relevant while upholding their traditional values.

Management Implications. This study enriches the discourse on santri management in Islamic boarding schools as a unique educational system in Indonesia. Findings related to the relationship between planned guidance management and santri character building reinforce the theory of Islamic education management, which emphasizes the functions of supervision and leadership in the character education process.

Methodological Implications. Methodologically, this study demonstrates that the qualitative case study approach is practical in providing an in-depth exploration of how santri are managed. Data triangulation was employed to enhance the validity of the findings and demonstrate the importance of utilizing multiple data sources. Future research can use *mixed methods* to produce comprehensive data.

2. Research Contribution

This study makes an important contribution to the development of Islamic education through a deep understanding of how well-planned and clearly structured santri management encompasses moral guidance, daily supervision, strengthening of the santri organization, and empowerment of extracurricular activities aimed at effectively shaping the character, independence, and discipline of santri.

These findings provide an in-depth examination of student management and the management of Islamic boarding schools. In addition, this research enriches the knowledge of modernizing Islamic boarding schools in the digital age by highlighting the challenges and opportunities of technological transformation in Islamic education management.

E. RECOMMENDATIONS FOR FUTURE RESEARCH DIRECTIONS

Future research should delve deeper into the effectiveness of the santri coaching model, particularly in relation to character development, independence, and social competency. In addition, research is needed to explore the integration of digital technology in pesantren management, given that digital literacy and the use of ICT in pesantren environments are still not optimal. A mixed-methods or comparative study approach is recommended for future research to obtain comprehensive results relevant to the development of Islamic education in the modern era.

F. CONCLUSION

This study concluded that student management at the Dar El-Hikmah Islamic Boarding School is carried out through a structured and comprehensive process, including moral guidance, supervision of daily activities, moral development, student organization development, and empowerment of extracurricular activities. These planned and consistent management practices contribute to the character building of santri, especially in terms of discipline, independence, and responsibility. The guidance provided is not only oriented towards religious aspects, but also towards strengthening the social competencies and non-academic skills needed to face the challenges of the times.

Additionally, this study highlights the crucial role of administrators, teachers, and student organizations in fostering a conducive and holistic learning environment. These three elements are interrelated in making Islamic boarding schools a practical and ongoing space for character development. However, the researchers also found that Islamic boarding schools need to improve their human resource capacity and utilization of digital technology to respond adaptively to developments in the modern era.

ACKNOWLEDGMENTS

AUTHOR CONTRIBUTIONS STATEMENT

All authors discussed the results and contributed to the final manuscript. RS: Conceptualization, Writing - Original Draft and Methodology. AS: Conceptualization Data Analysis and Interpretation, Writing - Review & Editing. AIS: Conceptualization.

DECLARATION OF COMPETING INTEREST

The authors declare that there are no conflicts of interest that could influence the planning, implementation, data analysis, or writing of this research report

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