

**Original Research Article**  
**BOARDING SERVICE GOVERNANCE MODEL IN  
ISLAMIC BOARDING SCHOOLS IN SOUTH  
SULAWESI**

**ABSTRACT**

This study aims to identify, and overcome challenges in the governance of boarding services in Islamic boarding schools. Needs analysis shows that there are problems with dormitory facilities including capacity, number, and proficiency and the quality of dormitory coaches is still not qualified. This research develops a structured HASANAH boarding service governance model by highlighting three aspects, namely, Boarding Services, Management Principles and Quality Management, and HR/Dormitory Coach Roles, with the level of validity, practicality, and effectiveness of the boarding school service governance model. This research uses *Research and Development (R&D)* method with a systems approach consisting of; (1) Preliminary study stage; (2) Model development stage; (3) Product validation and trial phase; and (4) Model production stage. Data is sourced from the results of validation of education experts, and management about the content and construct of the model as well as assessment data from cottage managers, teachers / coaches and students about the quality of Islamic boarding school services. The instruments used are questionnaires, observation sheets and interviews. Research data analysis techniques use quantitative and qualitative descriptive analysis. The results provide a detailed picture of development conditions and needs through average values and percentages for each aspect. Testing the validity and practicality of the model shows a high level of acceptance and usability on the part of Islamic boarding schools, supporting the conclusion that this model is valid and practical to be applied as one of the guidelines in the governance of boarding services. The evaluation of the effectiveness of the model highlights its positive impact on improving the quality of boarding services. With the positive results of the trial, it can be concluded that this model is able to make a real contribution to improving aspects of boarding services in the Islamic boarding school environment. This research provides an in-depth view and potentially significant solutions to improve the governance of boarding boarding services in South Sulawesi.

**Keywords:** *model, boarding services, boarding school*

**INTRODUCTION**

Pesantren is the oldest Islamic educational institution as one of the strongholds of the ummah, the center of da'wah and the center of Muslim development in Indonesia (Kadir & Kadir, 2019). The existence of pesantren itself as an educational institution that is recognized as equal to other formal educational institutions is listed in the National Education System No. 20 of 2003 Government Regulation No. 57 of 2007 concerning Religious and Religious Education has also placed Islamic boarding schools in the vortex of national education. Throughout 2014, two regulations were issued related to Islamic boarding schools. The first is PMA No. 13 of 2014 concerning Islamic Religious Education, and the second is PMA No. 18 of 2014 concerning the Muadalah. Most recently, Law No. 18 of 2019 concerning Pesantren and Minister of Religious Affairs Regulation No. 21 of 2020 concerning Pesantren Education were issued. The Ministry of Religious Affairs considered that this was evidence and guarantee of the government's partiality towards Islamic boarding schools.

This shows that until now, pesantren educational institutions are still in demand by some Muslims in Indonesia, even increasingly popular after pesantren managers pay special attention to their development and guidance. The development of pesantren which has been almost limited to rural areas, now many pesantren are growing and developing in big cities (Fahham, 2020). The superiority of pesantren according to Perawironegoro et al. (2020), lies in the aspect of internalizing Islamic values which are designed to be comprehensively relevant to local traditions (Perawironegoro et al., 2020).

However, maintaining the existence of pesantren in the midst of the development trend of modern society is certainly not easy, because pesantren on the one hand, is an institution of religious and moral strengthening, but on the other hand it must be able to adapt and metamorphose in accordance with the development of modern society. Dhofier (2020) explained that there are five basic elements that make up pesantren, namely: mosques, santri, teaching classical books (yellow book), kiai and dormitories (Kadir & Kadir, 2019).

Islamic boarding schools use a boarding school parenting system to carry out education and learning. According to (Faridah et al., 2018), boarding schools are designed and intended for students to form attitudes, behavior, and character in accordance with the vision and mission of the school, where students are accompanied by teachers / seniors who can monitor their progress on an ongoing basis. In the pesantren hut, the dormitory has an important function in pesantren like a place to live. According to Fahham (2020), the dormitory parenting system allows pesantren to educate students for 24 hours and practice the religious knowledge they have gained in the rhythm of student life. The results showed that boarding schools were described better than non-boarding schools because boarding schools were considered to be able to produce outcomes that were better able to compete with other students nationally and globally (Faridah et al., 2018).

Dormitory is a place with a long duration of time beyond the learning time in class. Kyai together with the teachers guide the students to be themselves by gaining acceptance, questioning, justification and even rejection of their attitudes, words and behaviors. All of this is done with full awareness of the relevance between the knowledge gained to daily attitudes and actions. Zarkasyi (2005) the founder of Pondok Modern Darussalam GontorPonorogo gave a point of emphasis on the importance of dormitory management in one definition of pesantren as an Islamic religious educational institution with a dormitory or cottage system, where the kyai as the central figure, the mosque as the center of activities that animate it, and the teaching of Islam under the guidance of kyai followed by students as its main activity ( Zarkasyi, 2005).

Dormitory according to (Perawironegoro et al., 2020) is a combination of various other sub-systems of pesantren elements. A dormitory is meaningless if it is not related to a sub-system outside the dormitory. The relationship can be related to the education and learning process by providing opportunities for students to deliver recitations, manage learning, carry out tasks, familiarize with good things, set an example and participate in the creation of a conducive environment.

As an element of a system, good dormitory governance and management are needed so that the management of Islamic boarding schools can run effectively and efficiently in achieving the goals of the cottage. The dormitory management in question is a series of management efforts by empowering dormitory resources owned to achieve the goals of pesantren education. Sebayang's research (2022) proves that good service quality significantly affects student satisfaction and their loyalty to boarding schools. The study also found that factors such as food quality, a conducive learning environment, cleanliness, and dormitory comfort are very important in improving service quality and student satisfaction.

This research suggests that boarding schools should pay attention to the quality of their services and improve the aspects that are lacking, in order to increase student satisfaction and loyalty. The trend of low quality of Islamic boarding school facilities including the quality of boarding services, where the life of Islamic boarding schools full of simplicity and simplicity seems to still require a level of awareness in implementing a clean and healthy lifestyle driven by the arrangement and provision of decent and adequate facilities and infrastructure (Usman, 2013). On the other hand, according to Farida et al. (2018), children in dormitories come with different conditions where they may be accustomed or affected before by violence in games, movies and others who are brought to the dormitory or the child himself is not ready to be separated from his parents. This is in line with the demands of the community, especially parents of students who want dormitories in Islamic boarding schools to be managed properly and become a decent place for students. Therefore, a model of boarding school boarding service governance is needed which will be designed in this study is a boarding school service governance model that includes the service aspects mentioned above.

The need for a boarding service governance model is also emphasized by Tandia et al. (2020), good governance of boarding schools includes security management, health, sanitation, social and psychological aspects, as well as physical facility management. In Law No. 18 of 2019 concerning Pesantren in article 11 explains that the dormitory is a residence for students who live during the education process in pesantren, and cottages or dormitories must pay attention to aspects of facilities, especially capacity, comfort, cleanliness, health, and safety. Comfort concerns the fulfillment of goals and objectives, wants and needs that should exist, harmonious relationships, unity in diversity (ChoerohYudiansah, 2013), Clean and healthy living behavior is all behavior that is carried out consciously as a result of learning, which forms a person, family, group, or community can be independent in the health sector and be involved in realizing public health (Larasati& Faridha, 2020). Based on several theoretical studies, it is known that a dormitory service governance model is needed based on management principles consisting of: (1) planning, (2) organizing, (3) mobilizing, (4) supervising. All of these activities are carried out in the concept of quality culture where activities based on established standards, participation of all stakeholders, data-based policies and continuous improvement characterize these activities/programs.

Comment [B1]: Not found on reference list

Comment [B2]: This sounds as recommendation

Comment [B3]: Not found on reference list

There are indicators that must be met in setting boarding service standards in Islamic boarding schools. In this study, the standard form is complemented by adjustments to the indicators of the quality of boarding services adopted from the Welsh Assembly Government Boarding School Standards (SSA) of the British Ministry of Health which consist of: (1) policies and procedures, (2) Organization and Management, (3) Student Welfare Support, (4) Staffing, and (5) Buildings. The adjustment to the preparation of dormitory service quality standards pays attention to aspects of dormitory services based on Law Number 18 of 2019 consisting of: (1) accommodating capacity, (2) cleanliness and health, (3) comfort, and (4) security.

This research was carried out with the aim of providing guidelines to the manager so that the management of the dormitory meets the demands mandated by law to meet the needs of students for dormitories as a place to live, a place to study and a place to build character through internalization of values and morals according to the purpose of the cottage. The general description of this study summarizes the results of research that highlights the need for the development of dormitory service governance in Islamic boarding schools, reflecting challenges related to infrastructure facilities including accommodating capacity, unbalanced coach-student ratio, the proficiency of dormitory coaches and the lack of implementation of quality management in its management. In response to the findings, the study introduced a structured governance model with a focus on Boarding Services, the Role of Dormitory Coaches, and Quality Management.

By detailing the average and percentage data for each aspect of the model, the study provides an in-depth picture of the conditions and development needs in Islamic boarding schools. The results of the model validity and practicality test showed high acceptance from the Islamic boarding school, validating the suitability and usefulness of the model as a guideline for dormitory service governance. The study also highlights an evaluation of the model's effectiveness, showing a positive impact on improving the quality of boarding services. Thus, this research is expected to make a real contribution in improving aspects of boarding services in the Islamic boarding school environment, creating practical guidelines for the implementation of the model and overall improvement in such services.

## **METHODS**

This research uses *Research and Development* (R&D) to produce a product model for boarding school boarding services in South Sulawesi. The book product of the boarding school boarding service governance model is developed and studied for the level of validity, practicability, and effectiveness by testing the feasibility of content, feasibility of presentation, language accuracy, graphics, through testing the content and construct of the boarding school service governance model.

The validity and practicality of the model book is based on the results of testing in the form of product trials to determine the validity of the product practicality data of the boarding service governance model and the fulfillment of boarding school service quality standards, consisting of (1) Limited trials were carried out by selecting 1 Islamic boarding school that was asked to use the boarding school boarding service governance model in learning to assess the model practicality. (2) usage trials tested in large groups consisting of 5 Islamic boarding schools and (3) usage trials for measuring the quality of boarding school services.

Data collection is carried out at the validation and trial stage to obtain quantitative data from the results of questionnaires in the form of questionnaires, observation sheets and instruments for assessing the quality of Islamic boarding school services. Quantitative data are sourced from: (1) expert assessment of the validity of product content and construct, (2) assessment of managers, dormitory coaches, and students on product practicality, and (3) data on the results of the assessment of the fulfillment of Islamic boarding school standards. The data were analyzed using quantitative data analysis techniques in the form of descriptive statistical analysis and frequency and percentage distributions.

## **RESEARCH RESULTS**

This research is a research on the development of boarding school service governance models to find out whether this model is appropriate to be used in providing quality boarding services. The development of the boarding school boarding service governance model using the R&D model development model (Sugiono, 2019) is grouped into three main stages, namely: (1) Preliminary Study Stage, consisting of Potential and problems, and Data Collection, (2) Model Development Stage, in the form of product design, (3) Product Validation and Trial Stage consisting of: Design validation, Design revision, Product trials, product revisions, usage trials, and product revisions, and (4) Model Production Stage, in the form of mass production

This stage is carried out by first designing the product specifications of the dormitory service governance model to be made. The process of making model book designs using Ms. Word and Ms Power Point supporting applications based on technical and non-technical specifications as a measure of module book quality. The technical specifications consist of:

1. The model book is in the form of hard copy prints with SNI standard quality and in the form of soft copies or e-books with .pdf and .pub file types.
2. The boarding school boarding service governance model book contains an explanation of the guidelines for managing boarding school boarding services based on Law Number 18 of 2019 concerning Islamic boarding schools
3. The model book was developed using the Ms. Word application program while for soft copy using a file type converter application .docx into .pdf file types, as well as plifhtml5 applications.
4. Electronic book reader software using e-pub and similar applications
5. The content of the model book consists of:
6. The initial preliminary consists of the cover, preface, and table of contents,
  - a. The main part/content consists of 4 chapters, namely introduction, planning, implementation and assessment of boarding school service governance.
  - b. The final introduction consists of a summary, glossary bibliography, and author biography

Comment [B4]: Write this in full

Meanwhile, non-technical specifications consist of complete guidelines for the use of model books presented in the final preliminary in the form of attachments to measuring the quality of boarding school service quality instruments. The results showed that the steps of preparing the design of the boarding school service governance model using the Sugiono model made it possible to produce a decent and effective product because it was developed with detailed steps and allowed revisions to all stages of activities to be able to obtain better products.

The product of the boarding school service governance model called the *HASANAH* Islamic Boarding School Boarding Service Governance Model Book is designed by organizing into 3 main parts consisting of 5 chapters which are grouped into 3 main parts, namely the Preparation, Implementation and Evaluation Section. In the preparation section, cottage managers can understand the purpose and nature of boarding school service governance. In the implementation section, the cottage manager carries out boarding services based on the dormitory service governance model that has been understood in the introduction and the third part of the evaluation where the cottage manager carries out an independent evaluation based on the dormitory service governance model using the instruments that have been made. The flow of the *HASANAH* Islamic Boarding School Boarding Service Governance Model is presented in Figure 1.

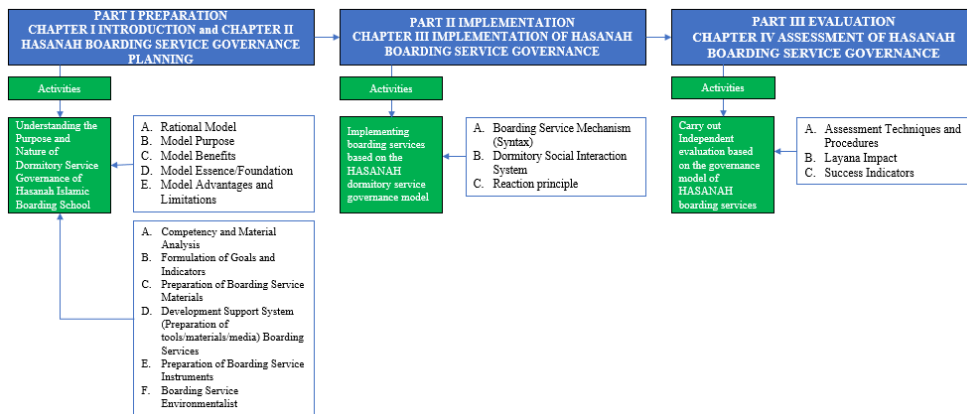


Figure 1. HASANAH Dormitory Service Governance Model Flow

The results of design were validated, tested and revised so as to obtain a recapitulation value of validation, practicality test and effectiveness of the *HASANAH* Islamic Boarding School boarding service governance model book in detail shown in Table 1.

**Table 1. Recapitulation of Validation, Practicality and Effectiveness of Islamic Boarding School Service Governance Model Book**

No	Indicator	Criterion	Achievement	Result
1	Preliminary Research Instrument	< 50	Boarding Service Aspect 33.05%, Dormitory Builder Aspect 34.91%, Quality Management Aspect 32.04%	Requires Model Book
2	Instrument Fill and Construct Validation	interval 0,8 - 1	Vi = 1,00	Valid
3	Instrument Validity Test	$r_{\text{calculate}} > r_{\text{tabel}}$	$r_{\text{calculat}} > 1,677$	61 item Valid
4	Instrument Reliability Validity Test	$r_{\text{calculate}} > r_{\text{tabel}}$	value r = 0,94 > Rtabel	Reliabel
5	Content Validation	Interval 76 $\geq$ skor $\geq$ 100	average 86,17%	Content Valid
6	Construct Validation	Interval 76 $\geq$ skor $\geq$ 100	average 86,17%	Construct Valid
7	Limited Product Trials	Interval 81 - 90	average 88,81	Practical
8	Usage Trial	Interval 81 - 90	average 90,32	Practical
9	Service Quality Results Assessment	Interval 81 – 90	4 Ponpes with a score of 81, 83, 82, 88 and 1 Ponpes with a score of 80	4 Quality Pounds and 1 Less Quality Ponpes

Table 1 shows that the initial stage of model development through preliminary research found several reasons why a dormitory service governance model is needed, including: (1) The capacity of Islamic boarding schools is not optimal: (2) The ratio of coaches to students is not balanced: (3) Dormitories have not been managed properly: and (4) Data Collection. This reality is reinforced by the results of the needs analysis of the boarding school service governance model book which is based on the results of filling in questionnaires to 22 students and 14 Islamic boarding school managers. The needs analysis presented provides an overview of the needs of the boarding service governance guidebook in three main aspects, namely Boarding Services, Dormitory Coaches, and Quality Management. From the data, it is known that the average score is 1.83 and the percentage is 33.05%, in the aspect of Boarding Services which shows the importance of boarding service guidelines for pondokpesantren. Therefore, it is necessary to develop clearer guidelines and standards, in the form of a Boarding Service Governance Model Book. Dormitory Coaches received an average score of 1.93 with a percentage of 34.91%, indicating the level of need for guidelines in aspects of boarding coaches in Islamic boarding schools. This data shows that a Boarding Service Governance Model Book, especially more specific guidance related to the roles and responsibilities of dormitory coaches is needed to improve consistency of good performance. The average score of 1.77 and the percentage of 32.04%, in the Quality Management aspect shows a value that requires further attention. A guide or Governance Model Book is needed that can help improve the quality management process, including monitoring and evaluation in order to achieve the expected standards.

The next stage is the validation stage and product trials are carried out in 3 stages, namely design validation, model testing, and usage testing. The results of validation by material experts and practitioners of Islamic boarding schools show that the book product of the boarding school service governance model is considered very feasible and does not require major revisions. The average percentage value of the assessment results of 7 validators is 86.17%, which means that the category is very feasible and does not need revision (Interval  $76 \leq$ , score  $\leq$  100). The results of the analysis also showed that there were five validators who provided a very feasible and unrevised category assessment, namely validators from practitioners and education experts.

The results of validation by material experts and practitioners of Islamic boarding schools show that the book product of the boarding school service governance model is considered very feasible and does not require major revisions. The average percentage value of the assessment results of 7 validators is 86.17%, which means that the category is very feasible and does not need revision (Interval  $76 \leq$ , score  $\leq$  100). The results of the analysis also showed that there were five validators

who provided a very feasible and unrevised category assessment, namely validators from practitioners and education experts.

Product trials at Islamic boarding school managers were carried out to determine the practicality of the book product model of boarding school governance consisting of components Requirements for Being a Dormitory Citizen, Santri Rules in Dormitories, Procurement and Maintenance of Dormitory Facilities, Dormitory Supervisor / Guidance Functions, Dormitory Service Governance, Dormitory Life and Activities Patterns and Quality Assurance and Dormitory Monitoring Systems for 5 cottage managers. The results of the trial found that the cottage manager gave a practical response to the boarding service governance book with an average value of 88.81 percent of the trial results which means the response is in the practical category (Interval 81 - 90) for all seven components which means the product does not require revision.

Usage Trial to identify and remove glaring errors in model book usage. This trial involved 25 managers from 5 Islamic boarding schools who interacted directly with developers to determine clarity, impact and feasibility. The results of the trial found that the cottage manager gave a practical response to the boarding service governance book with an average value of 90.32 percent of the trial results which means the response is in the practical category (Interval 81 - 90) for all seven components which means the product does not require revision.

After the product revision process, then at the final product stage of the model, an assessment was carried out to measure the effectiveness of the boarding school service governance model. This assessment was carried out in 5 Islamic boarding schools involving an assessment team of 2 people. Based on these results, it is known that the governance of boarding school boarding services is generally in quality qualifications with a B grade at intervals between 81 – 90. Although there is one Islamic boarding school that has qualifications with a C grade in the Less Quality category with an interval of acquisition values between 71 – 80.

## DISCUSSION

The philosophy underlying this research reflects efforts to build a strong foundation for the management of boarding services in Islamic boarding schools. **These desires include the key principles that give direction and meaning to the study. In the early stages of research, it is based on the principle of urgent needs as the main point of departure for the needs of boarding service governance model books. The creation of a boarding service governance model book is seen as a deep response to the challenges and complexities in maintaining the quality of boarding services for students in the Islamic boarding school environment.**

**The boarding-boarding school service governance model book is not understood as more than a guide. However, it is also equipped with instruments as the main indicator in guiding managers in improving service quality. This effort emphasizes the need to ensure effective and targeted management of boarding services. In the context of its holistic approach, the boarding boarding school service governance model book explores the pedagogical and managerial dimensions as an inseparable whole. This approach reflects the belief in the importance of combining aspects of education and management in the management of Islamic boarding schools. This places the model book not only to guide in practical governance but also to include educational values as an integral part of student development. The philosophy underlying this research reflects efforts to build a strong foundation for the management of boarding services in Islamic boarding schools. These desires include the key principles that give direction and meaning to the study. In the early stages of research, it is based on the principle of urgent needs as the main point of departure for the needs of boarding service governance model books. The creation of a boarding service governance model book is seen as a deep response to the challenges and complexities in maintaining the quality of boarding services for students in the Islamic boarding school environment.**

**The boarding-boarding school service governance model book is not understood as more than a guide. However, it is also equipped with instruments as the main indicator in guiding managers in improving service quality. This effort emphasizes the need to ensure effective and targeted management of boarding services. In the context of its holistic approach, the boarding-boarding school service governance model book explores the pedagogical and managerial dimensions as an inseparable whole. This approach reflects the belief in the importance of combining aspects of education and management in the management of Islamic boarding schools. This places the model book not only to guide in practical governance but also to include educational values as an integral part of student development.**

The importance of this boarding service governance model book also reflects a long-term view of the role of the model book. Strengthening service quality is seen as a continuous journey that requires continuous adaptation to the changing needs and dynamics of the Islamic boarding school

Comment [B5]: (A)

Formatted: Font: (Default) Arial, 10 pt, Font color: Red

Formatted: Font: (Default) Arial, 10 pt, Font color: Red

Formatted: Font color: Red

Formatted: Font: (Default) Arial, 10 pt, Highlight

Formatted: Font: (Default) Arial, 10 pt, Highlight

Formatted: Font: (Default) Arial, 10 pt, Highlight

Comment [B6]: (B) This paragraph is repeated in the following paragraph as highlighted

Comment [B7]: (A)

Formatted: Font: (Default) Arial, 10 pt, Font color: Red

Formatted: Font: (Default) Arial, 10 pt, Font color: Red

Formatted: Font: (Default) Arial, 10 pt, Highlight

Formatted: Font: (Default) Arial, 10 pt, Highlight

Comment [B8]: (B)

environment. This philosophy creates the foundation for viewing model books as dynamic and responsive tools. Overall, the research creates a framework that values urgency, provides concrete solutions, combines aspects of education and management, and adopts a long-term view. This research product creates a solid foundation to achieve research objectives in improving the governance of boarding services in Islamic boarding schools. Improving service quality will affect the satisfaction of students in pesantren. Research by [Armanand, M., & Alizadeh, H. \(2021\)](#) proves that good service quality significantly affects student satisfaction and their loyalty to boarding schools.

Comment [B9]: Not found on reference list

This study produced findings that illustrate uniqueness in the context of managing boarding services in Islamic boarding schools. In highlighting the urgent need, the research expressly conveys that the boarding service governance model book is not just optional but a necessity. The focus of the research lies on how to provide concrete solutions to improve the quality of service for students, identifying model books as instruments that guide Islamic boarding school managers in a structured manner. [Sallis \(2010\)](#) in Suaeab explained, actually the orientation of school management is focused on meeting the dimensions of student needs, the business world, and the industrial world as education customers, in other words the ability of schools to understand the needs of education customers becomes something fundamental.

Comment [B10]: Not found on reference list

This book summarizes the results of research that highlights the need for the development of dormitory service governance in Islamic boarding schools, reflecting challenges related to capacity, unbalanced coach-student ratio, and lack of quality management including in terms of facilities and infrastructure as a major part of the ability of boarding school managers to meet the capacity of students. In response to these findings, the book introduces a structured governance model with a focus on (1) Boarding Services, (2) The Role of Dormitory Coaches, and (3) Quality Management. These three components have an important role in ensuring that the dormitory is not only a place to live for students, but also an environment that supports their holistic development. Boarding services cover various aspects that ensure the welfare and development of students in the dormitory. It involves the provision of comfortable facilities, hygiene, health, and safety. In addition, boarding services also include self-development programs, social activities, and recreation that support the physical, mental, and spiritual growth of students. Efforts to improve the quality of dormitory services will directly affect the satisfaction and loyalty of students to the dormitory environment.

Quality management is directed to ensure that all aspects of boarding services run well and meet established standards. It involves careful planning, effective implementation, and constant supervision of various elements in dormitory management. Quality management includes regular evaluation of facilities, programs, and services, as well as continuous improvement based on feedback from students and other stakeholders. The application of quality management principles helps create efficient and results-oriented governance that is positive for dormitory residents.

The management of HASANAH-based boarding services by paying attention to these three components, which have been covered in the boarding service governance model book of pondokpesantren, it is hoped that Islamic boarding schools can ensure that dormitories are not only a place to live, but also become an environment that supports the integral growth and development of students. With a focus on quality boarding services, the role of effective boarding coaches, and good quality management, boarding schools can create a positive boarding experience and have a positive impact on the quality of life and character building of students.

A change in the mindset of podndok managers including dormitory coaches is needed in providing boarding services based on these 3 main components. According to Darmawan (2009), mindset is the core of *self-learning*. This is what determines how cottage managers view potential, intelligence, challenges and opportunities as a process that must be pursued with perseverance, hard work, and effort to achieve goals. Changes in the mindset of cottage managers can be explained as follows:

1. Boarding Services

Cottage managers, including dormitory coaches, need to have an oriented mindset on boarding services. This involves understanding that the main purpose of a cottage or dormitory existence is to provide an environment that supports the overall learning and development of learners. This mindset emphasizes the quality of service, safety, health, security and welfare, including the holistic development of students. Dormitory managers and coaches must always focus on how to provide quality services, create a conducive atmosphere, and ensure welfare and positive development for students.

2. Principles of Management and Quality Management

Mindset change in terms of management principles and quality management involves managing dormitories efficiently and effectively. This includes an understanding of management principles such as planning, organizing, implementing, and supervising including practicing the 5 phases; (1) initiation; (2) planning; (3) organizing; (4)

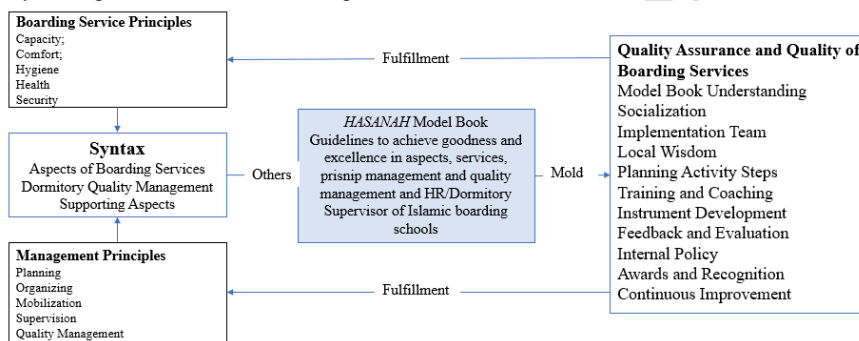
implementation; (5) supervision; by practicing a Quality Culture at all phases. In addition, dormitory managers and coaches need to view boarding services as a system that can be optimized and continuously improved. They must apply quality management principles to ensure that service processes are continuously improved to the satisfaction of learners and other stakeholders.

### 3. Expansion of HR/Dormitory Builder

Dormitory managers and coaches also need to have a mindset related to human resource development, especially dormitory coaches. This involves the realization that boarding coaches have a key role in achieving the educational and development goals of learners. This mindset emphasizes the importance of continuous training, understanding of conflict management methods, pedagogical skills, and interpersonal skills. In addition, they should see the dormitory builder as an agent of change who can have a positive impact on the boarders and the overall environment of the cottage.

By integrating the above mindset, cottage managers and dormitory coaches can create a dormitory environment that is not only qualified in providing boarding services, but also efficient in management and continues to be committed to the development of human resources, especially dormitory coaches. This overall approach will create a cottage or dormitory that not only serves as a place to live, but also as a place for character building and growth of students.

Overall, this study shows that uniqueness lies in understanding urgent needs, providing concrete solutions, and establishing model books as important instruments in improving service quality and dormitory management in Islamic boarding schools.



**Figure 2 Novelty of HASANAH Model Book in Boarding School Service Governance**

This research creates novelty by adopting HASANAH's holistic approach in developing a governance model for boarding boarding services which includes 3 main components of boarding services, namely aspects of boarding services, the role of dormitory guardians, and quality management of boarding schools. This marks a shift away from the conventional approach of often separating management principles and boarding services into an integral whole.

Novelty lies in the integration of quality management principles, and the boarding service prispip which consists of three main pillars in the development of this model. This research adapts modern management principles into the governance of boarding services, including aspects of planning, organizing, implementing, supervising, and evaluating. It shows efforts to implement best management practices in the context of pesantren.

This research incorporates the principles of boarding services as a major part of the governance model which is also supported by the qualifications and competency of dormitory coaches in providing services. This merger creates harmony between operational sustainability and meeting the needs of students, leading to better service and focusing on service aspects, quality management and other supporting aspects.

Novelty research is also seen in the concept of HASANAH based service quality that is carried. This creates a strong foundation for the management of boarding services by instilling Islamic values, quality management, and ethics as core elements in efforts to improve service quality. This model encourages the involvement of related parties, including managers, dormitory coaches, and students, in the model development process. This provides uniqueness in combining perspectives from various parties that contribute to the successful implementation of the boarding service governance model.

This research recognizes the contextual distinctiveness of pesantren and adapts the principles of boarding management and services to suit the needs and values of pesantren. This provides an appropriate response to the unique challenges faced by pesantren in the governance of boarding

services. In general, it can be described that the main innovation of the research and model of this book lies in the transformation of the paradigm of dormitory management and coaching, which recognizes the importance of paying attention to the needs of students for boarding services. No longer the dormitory service is seen as a place to sleep and store goods for students, but returned to the main function of sari dormitory as a second home for students.

Therefore, the role of dormitory coaches as surrogate parents who are responsible for taking care of students in facing a complex adolescence becomes very urgent. This change emphasizes the need for improvements in facilities and other aspects of services, including comfort, hygiene, health, and safety, to meet the needs of students through high-quality governance.

## CONCLUSION

Based on the findings of these four research problem formulations, it can be concluded that the development of a boarding service governance model in Islamic boarding schools is necessary and relevant. This model not only has a strong needs base, but also has support from related parties and has proven effective in improving service quality. Furthermore, it needs to be adjusted and applied more broadly to ensure sustainability and success in the long term. The design of the boarding service governance model in Islamic boarding schools covers three main aspects: Boarding Services, the Role of Dormitory Coaches, and Quality Management. The data averages the values and percentages for each aspect, creating a snapshot of development conditions and needs. The results of the validity and ~~practicability~~practicability of the dormitory service governance model show the level of acceptance and usefulness of the Islamic boarding school. With a high percentage value, it can be concluded that this model is considered valid and practical to be applied as a guideline in dormitory management in the Islamic boarding school environment. Evaluation of the effectiveness of the boarding service governance model shows a positive impact on improving service quality. With the positive results of the trials, it can be considered that this model is able to make a real contribution to the improvement of aspects in boarding services.

## REFERENCES

- Sebayar, A. L. (2022). Analysis of Santri Satisfaction with Facilities and Infrastructure Management at Pondok Modern DaarullkromKedondongPesawaran Lampung (Doctoral dissertation, Muhammadiyah Metro University)
- ChoerohYudiansah. (2013). Analysis of the comfort of the Semarang State University library room (Case Study of the Semarang State University Library Thesis Collection Reading Room). Semarang State University. <https://text-id.123dok.com/document/oz148opz-analysis-kenyamanan-ruang-perpustakaan-universitas-negeri-semarang-based-persepsi-mahasiswa-studi-case-ruang-baca-koleksi-sistik-perpustakaan- state-university-semarang.html>
- Darmawan, Sigit B. 2009. "Mindset: The Core of Self-Learning", <http://esbedewordpress.com/2009/07/29/perikatan-diri/>,
- Dhofier, Z. (2020). The pesantren tradition: a study of the role of the kyai in the maintenance of the traditional ideology of Islam in Java. The Australian National University (Australia).
- Fahham, A. M. (2020). Islamic Boarding School Education: Parenting Patterns, Character Formation, and Child Protection. In Center for Research, Data and Information Processing (P3DI)
- Faridah, F., Arismunandar, A., & Bernard, B. (2018). Boarding school in South Sulawesi. *Lentera Pendidikan: Journal of Tarbiyah and Teacher Training*, 21(2). <https://doi.org/10.24252/lp.2018v21n2i1>
- Kadir, A., & Kadir, A. (2019). Pesantren: Historical perspective, contributions and educational models. *Da'wah Journal: Pioneering Treatise, Continuing Da'wah*, 3(01). <https://doi.org/10.38214/jurnaldawahstidnatsir.v3i01.62>
- Larasati, N., & Faridha, N. (2020). The Relationship Between Clean and Healthy Living Behavior (Phbs) and School Health Efforts (Uks) in State High School Students in the City of Surabaya. *Journal of Sports and Health Education*, 8(1)
- Perawironegoro, D., Widodo, H., Wantini, W., & Arqam, M. L. (2020). Internalization of boarding school values based on dormitory management. *Journal of Educational Administration and Management*, 3(4), 320–331. <https://doi.org/10.17977/um027v3i42020p320>
- Buman, M. P., Hekler, E. B., Haskell, W. L., Pruiitt, L., Conway, T. L., Cain, K. L., ... & King, A. C. (2010). Objective light-intensity physical activity associations with rated health in older adults. *American journal of epidemiology*, 172(10), 1155-1165
- Syarif, S., Suaeb, S., & Akhyar, A. (2023). Islamic Education Quality Development Policy from a Management and Resource Perspective. *JISIP (Journal of Social Sciences and Education)*, 7(1)

Comment [B11]: Not found in the text

Comment [B12]: Not found in the text

Usman, M. I. (2013). Islamic boarding school as an Islamic educational institution. <https://www.mendeley.com/reference-manager/reader/b53b3099-5ba4-301d-bac2-3edd4b94b124/5d7d247e-d8dc-ac8b-1a42-5621f48a8fbf>

Zarkasyi, A. S. (2005). Islamic boarding school management: the experience of a modern Gontor boarding school / Abdullah SyukriZarkasyi | National Library of Australia. Trimurti Press. <https://catalogue.nla.gov.au/Record/3767103>

UNDER PEER REVIEW