

**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. The needs analysis reveals problems with dormitory facilities, including capacity, number, proficiency, and the quality of dormitory coaches. This research develops a structured HASANAH boarding service governance model by highlighting three aspects: Boarding Services, Management Principles and Quality Management, and HR/Dormitory Coach Roles. The model's validity, practicality, and effectiveness are evaluated to improve the quality of boarding school services.

This research employs the Research and Development (R&D) method with a systems approach consisting of four stages: (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 model's effectiveness 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 services in South Sulawesi.

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

**INTRODUCTION**

*Pesantren*, the oldest Islamic educational institution, serves as one of the strongholds of the Ummah, a center of Da'wah, and a hub of Muslim development in Indonesia (Kadir & Kadir, 2019). Recognized as equivalent to other formal educational institutions, *pesantren's* significance is highlighted in the National Education System (No. 20 of 2003) and Government Regulation No. 57 of 2007 concerning Religious and Religious Education (Ministry of Religious Affairs, 2007). Two regulations—PMA No. 13 of 2014 and PMA No. 18 of 2014—were subsequently issued, further placing Islamic boarding schools in the vortex of national education (Ministry of Religious Affairs, 2014). More recently, Law No. 18 of 2019 concerning *Pesantren* and Minister of Religious Affairs Regulation No. 21 of 2020 concerning *Pesantren* Education were introduced, demonstrating the government's commitment toward Islamic boarding schools (Republic of Indonesia, 2019; Ministry of Religious Affairs, 2020).

Despite the challenges of maintaining the existence of *pesantren* amidst the development trend of modern society, these educational institutions remain in demand by some Muslims in Indonesia, especially after *pesantren* managers paid special attention to their development and guidance. While *pesantren's* development was once limited to rural areas, many *pesantren* are now 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 thoroughly relevant to local traditions.

However, *pesantren* must adapt and metamorphose in accordance with the progression of modern society while remaining an institution dedicated to religious and moral reinforcement. Dhofier (2020) explained that five essential elements constitute *pesantren*, namely: mosques, santri (students), teaching classical books ("yellow books"), kiai (religious leaders), and dormitories (Kadir & Kadir, 2019).

Islamic boarding schools employ a boarding school parenting system to facilitate education and learning. According to Faridah et al. (2018), boarding schools are designed to shape students'

attitudes, behavior, and character in line with the school's vision and mission. Students are accompanied by teachers/seniors who monitor their progress on an ongoing basis. In *pesantren*, the dormitory plays a crucial role as a place of residence. According to Fahham (2020), the dormitory parenting system enables *pesantren* to educate students for 24 hours and practice the religious knowledge they have gained in the rhythm of student life. The results indicate that boarding schools are better described than non-boarding schools because they produce outcomes that can compete with other students nationally and globally (Faridah et al., 2018).

The dormitory is a place where students spend a significant amount of time beyond classroom learning. Kyai (religious leaders) and teachers guide students to be themselves by accepting, questioning, justifying, and even rejecting their attitudes, words, and behaviors. This is done with full awareness of the relevance between the knowledge gained and daily attitudes and actions. Zarkasyi (2005), the founder of Pondok Modern Darussalam GontorPonorogo, emphasized the importance of dormitory management in one definition of *pesantren* as an Islamic religious educational institution with a dormitory or cottage system. The kyai serves as the central figure, the mosque as the center of activities, and the teaching of Islam under the guidance of kyai followed by students as its main activity (Zarkasyi, 2005).

According to Perawirenegoro et al. (2020), the dormitory 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 creating a conducive environment.

As an element of a system, good dormitory governance and management are necessary for the effective and efficient management of Islamic boarding schools in achieving the goals of the cottage. Dormitory management refers to a series of management efforts that empower dormitory resources to achieve the goals of *pesantren* education. Sebayang's research (2022) demonstrates 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 crucial 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, indicates that the life of Islamic boarding schools, full of simplicity, still requires 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 by violence in games, movies, or other factors 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 as 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*, 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.

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 aimed to offer guidelines to managers, ensuring that dormitory management adheres to legal requirements to cater to students' residential, academic, and character-building needs aligned with the purposes of the cottage. The study's summary highlighted the necessity for enhancing dormitory service governance in Islamic boarding schools, addressing challenges pertaining to infrastructure facilities, such as insufficient accommodation capacities, imbalanced coach-student ratios, and the proficiency of dormitory coaches, along with the absence of quality management practices. To address these shortcomings, the study proposed a structured governance model focusing on Boarding Services, the Role of Dormitory Coaches, and Quality Management.

Throughout the study, average and percentage data were presented for each aspect of the model, offering an extensive overview of current conditions and development needs in Islamic boarding schools. Validity and practicality tests demonstrated high levels of acceptance from Islamic boarding schools, confirming the suitability and utility of the model as a guideline for dormitory service governance. Additionally, the study evaluated the model's effectiveness, revealing a positive influence on improving the quality of boarding services. Consequently, this research is anticipated to contribute to enhancing aspects of boarding services in the Islamic boarding school environment, generating practical guidelines for implementing the model and overall improvements in such services.

## **METHODS**

This research employs Research and Development (R&D) to generate a product model for boarding school boarding services in South Sulawesi. The resulting book product—the boarding school boarding service governance model—is examined regarding validity, practicality, and effectiveness via product trials evaluating content viability, presentability, linguistic precision, and graphic appeal.

Validity and practicality of the model book are determined through product trials involving: (1) pilot testing with one selected Islamic boarding school utilizing the boarding school boarding service governance model to evaluate its applicability, (2) scale-up trials with five Islamic boarding schools, and (3) quality measurement trials.

Quantitative data acquisition occurs during the validation and trial phases through questionnaire responses, observation records, and instruments assessing the quality of Islamic boarding school services. Three sources of quantitative data include: (1) expert appraisals of the model's content and construct validity, (2) assessments of administrators, dormitory coaches, and students regarding the model's practicality, and (3) data on the fulfillment of Islamic boarding school standards. The data were processed employing quantitative data analysis methods, specifically descriptive statistical analyses and frequency and percentage distributions.

## **RESEARCH RESULTS**

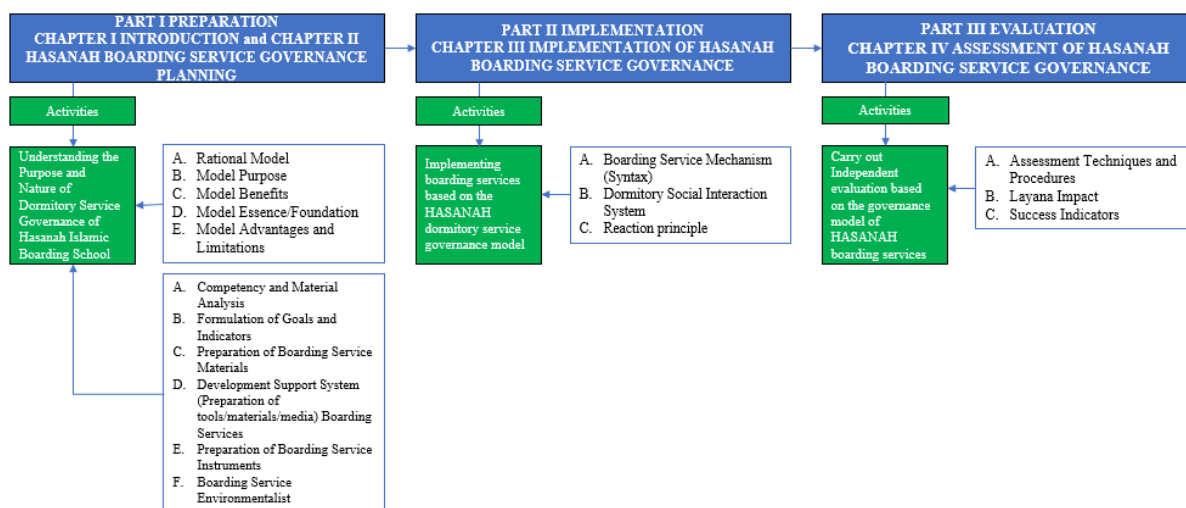
This research focuses on the development of a boarding school boarding service governance model utilizing the Research and Development (R&D) model development framework (Sugiono, 2019). The model development process consists of four primary phases: (1) Preliminary Study Stage, involving potential identification and issues, along with data gathering; (2) Model Development Stage, encompassing product design; (3) Product Validation and Trial Stage, comprising design verification, design revision, product trials, product revisions, usage trials, and product revisions; and (4) Model Production Stage, entailing mass production.

In the third stage, the model book design is created using Microsoft Word and PowerPoint applications adhering to both technical and non-technical specifications as measures of the model book's quality. Technical specifications include:

1. The model book is available in hard copy prints with SNI standard quality, as well as 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 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 Microsoft Word application program. For the soft copy, a file type converter application was used to convert .docx files into .pdf file types, as well as plifhtml5 applications.
4. Electronic book reader software, such as e-pub and similar applications, can be used to read the e-book version.
5. The content of the model book includes:

- The initial preliminary section consists of the cover, preface, and table of contents.
- The main part/content consists of 4 chapters: introduction, planning, implementation, and assessment of boarding school service governance.
- The final section includes a summary, glossary, bibliography, and author biography.

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 measure the quality of boarding school service 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 three main parts consisting of five chapters, which are grouped into three main parts: Preparation, Implementation, and Evaluation. 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. The third part is 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 below.

**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	$V_i = 1,00$	Valid
3	Instrument Validity Test	$r_{\text{calculate}} > r_{\text{table}}$	$r_{\text{calculate}} > 1,677$	61 item Valid
4	Instrument Reliability Validity Test	$r_{\text{calculate}} > r_{\text{table}}$	value $r = 0,94 > r_{\text{table}}$	Reliable
5	Content Validation	Interval	average 86,17%	Content Valid

		$76 \leq \text{score} \leq 100$		
6	Construct Validation	Interval $76 \leq \text{score} \leq 100$	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 show 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  $76 \leq \text{score} \leq 100$ ). 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.

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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 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 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.

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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 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 Arman, M., & Alizadeh, H. (2021) proves that good service quality significantly affects student satisfaction and their loyalty to boarding schools.

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 Suaeb 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.

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.

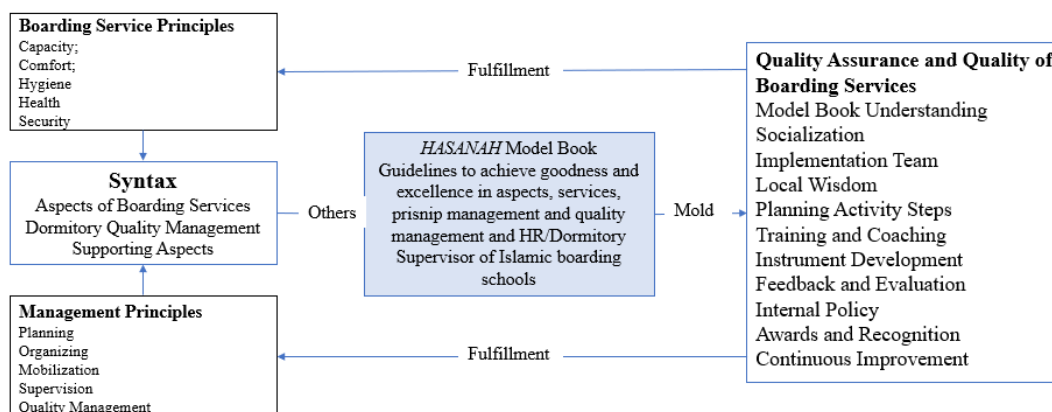
The management of HASANAH-based boarding services by paying attention to these three components, which have been covered in the boarding service governance model book of *pondok pesantren*, it is hoped that Islamic boarding schools can ensure that dormitories are not only a place to live, but also become 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.

The study highlights the importance of a change in mindset among pondok managers and dormitory coaches in providing quality boarding services in Islamic boarding schools. According to Darmawan (2009), mindset is the core of self-learning, which determines how managers view potential, intelligence, challenges, and opportunities as a process that must be pursued with perseverance, hard work, and effort to achieve goals. The following are the changes in mindset that cottage managers and dormitory coaches need to adopt:

1. **Boarding Services:** Managers and coaches need to have an oriented mindset on boarding services, which involves understanding that the main purpose of a cottage or dormitory 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. 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, 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:** 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. The study

highlights the importance of 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 introduces novelty by adopting a holistic approach based on HASANAH principles in developing a governance model for boarding services, which includes three main components: boarding services, the role of dormitory guardians, and quality management of boarding schools. This approach marks a departure from the conventional approach of separating management principles and boarding services into distinct entities. The novelty lies in the integration of quality management principles and the principles of boarding services, which consist 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. The novelty of this research is also seen in the concept of HASANAH-based service quality that is carried out. 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, 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. The dormitory service is no longer seen as a place to sleep and store goods for students, but rather as the main function of a second home for students. Therefore, the role of dormitory coaches as surrogate parents who are responsible for taking care of students in facing 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

Overall, the development of the boarding service governance model in Islamic boarding schools is crucial in improving the quality of boarding services and ensuring the holistic development of students. The model covers three main aspects, namely Boarding Services, the Role of Dormitory Coaches, and Quality Management, and emphasizes the importance of integrating modern management principles and Islamic values in dormitory management. The model has been validated and tested for its validity, practicality, and effectiveness, and has been found to be useful and effective in improving service quality. However, it is important to note that the success of the model depends on the mindset and commitment of cottage managers and dormitory coaches in implementing the model and continuously improving the quality of boarding services.

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