



Management Analysis of the Islamic Boarding School Education System in Enhancing Students' Motivation and Academic Achievement at Miftahul Mubtadiin Ar-Ridlo Putri Islamic Boarding School

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ABSTRACT:

This study aims to describe the implementation of the pesantren education system and its contribution to enhancing the motivation and academic achievement of female students at Pesantren Putri Miftahul Mubtadiin Ar-Ridlo. This research employed a qualitative approach with a case study design. Data were collected through observation, in-depth interviews, and documentation. The informants consisted of the pesantren caregivers, female teachers, and selected female students through purposive sampling. The findings indicate that the integrated educational system—combining formal education, religious instruction, and character development—creates a conducive, disciplined, and religious learning environment. These factors significantly contribute to increasing students' intrinsic motivation and positively impact both academic and non-academic achievements. The study concludes that the consistent and well-directed implementation of the pesantren education system can serve as a strategic instrument in shaping students' learning spirit and holistic achievement.

INTRODUCTION

Education originates from the Greek word *pedagogic*, which means the science or art of guiding and leading children toward maturity. In Law Number 20 of 2003 concerning the National Education System, education is defined as a conscious and well-planned effort to create a learning atmosphere and learning process so that students actively develop their potential, enabling them to possess spiritual strength, self-control, personality, intelligence, noble character, and the skills needed for themselves, society, the nation, and the state. In the Islamic perspective, education is based on the values contained in the Qur'an and Hadith, which encompass both physical and spiritual development in a balanced manner.¹ Thus, learners are expected not only to develop intellectually but also to possess good morals and strong character.

¹Istikomah dan Budi Haryanto, *Manajemen & Kepemimpinan Pendidikan Islam*, (Sidoarjo: Nizamia Learning Center, 2021), 91.

This research is motivated by the researcher's interest in examining the educational system implemented at Miftahul Muftadiin Ar-Ridlo Krempyang Islamic Boarding School for Female Students and its influence on the learning motivation and academic achievement of the students (*santri*). Islamic boarding schools play an important role as Islamic educational institutions in shaping character, discipline, and enhancing the intellectual and spiritual abilities of students. Therefore, the educational system applied in Islamic boarding schools becomes a crucial factor in determining the success of the learning process and the development of the students.

The researcher chose a case study within the Islamic boarding school environment because there are several issues experienced by the students, such as feelings of discomfort living in the boarding school environment, rules prohibiting the use of mobile phones, restrictions on internet access, and limitations on watching television freely. These regulations are essentially intended to maintain discipline and help students focus on their learning while strengthening character development. However, in practice, some students experience difficulties in adapting to the environment and the rules applied in the boarding school.

Such conditions may lead to various psychological impacts on students, including feelings of anxiety, lack of motivation to study, the emergence of negative thoughts, and a lack of honesty and responsibility toward themselves. If these conditions are not properly addressed, they may affect the students' learning motivation and ultimately lead to a decline in their academic achievement. Therefore, it is important to examine how the educational system implemented at Miftahul Muftadiin Ar-Ridlo Krempyang Islamic Boarding School for Female Students can improve students' learning motivation and academic achievement while addressing various challenges that arise in the educational process within the boarding school environment.

Based on the explanation above, the researcher is interested in conducting a study entitled "Management Analysis of the Islamic Boarding School Education System in Improving Students' Learning Motivation and Academic Achievement at Miftahul Muftadiin Ar-Ridlo Krempyang Islamic Boarding School for Female Students." This study is expected to provide an overview of the educational system implemented in the boarding school, the obstacles encountered in its implementation, and its influence on the learning motivation and academic achievement of the students.

RESEARCH METHODOLOGY

This study employs a qualitative approach with a case study research design. This approach was chosen to obtain an in-depth understanding of how the Islamic boarding school education system

is implemented and how it contributes to improving the learning motivation and academic achievement of female students at Miftahul Muftadiin Ar-Ridlo Islamic Boarding School.

The research location was determined at Miftahul Muftadiin Ar-Ridlo Islamic Boarding School for Female Students, considering that this institution has a distinctive educational system that integrates both formal and non-formal education while also demonstrating attention to the development of students' motivation and academic achievement.

Data were collected through participatory observation, in-depth interviews, and documentation. Observation was conducted to directly examine educational activities, interactions between teachers and students, as well as the dynamics of daily life within the boarding school environment. Semi-structured interviews were carried out with the caregivers, female teachers (*ustadzah*), and female students as key informants. Meanwhile, documentation was conducted by examining academic records, activity schedules, and records of students' achievements.

The data were analyzed using the interactive model proposed by Miles and Huberman, which consists of three stages: data reduction, data display, and conclusion drawing/verification. The analysis process was carried out simultaneously from the stage of data collection until the final stage of interpretation.

To ensure data validity, this study applied triangulation techniques, including both source triangulation and technique triangulation. In addition, member checking was conducted with the informants to ensure the accuracy and credibility of the data obtained.

RESULT AND DISCUSSIONS

The Educational System of Miftahul Muftadiin Ar-Ridlo Female Islamic Boarding School, Krempyang

Miftahul Muftadiin Ar-Ridlo Female Islamic Boarding School in Krempyang implements an integrated educational system that combines formal education, *diniyah* education, and character development based on Islamic values and discipline. This system reflects the characteristics of traditional Islamic boarding school education (*salafiyah*) that has adapted to modern educational demands, particularly by integrating formal education under the supervision of the Ministry of Religious Affairs or the Ministry of Education.²

Therefore, at Miftahul Muftadiin Ar-Ridlo Female Islamic Boarding School there are terms such as *salafiyah students* and *curriculum students*. However, this distinction does not represent a

²Siti Niswatun Nabila, Kepala Pondok Pesantren Putri Miftahul Muftadiin Ar-Ridlo Krempyang, wawancara 20 Juli 2025.

division or problem but rather serves to facilitate the classification of educational levels and learning methods within the institution.

Formal Education

Formal education at this boarding school is organized under the Islamic Foundation Al-Ghozali (YIGA). Educational pathways under the Ministry of Religious Affairs follow the national curriculum with additional local content typical of Islamic boarding schools, such as the study of classical Islamic texts (*kitab kuning*), Arabic language, and moral education. The formal institutions include Madrasah Ibtidaiyah (MI), Madrasah Tsanawiyah (MTs), and Madrasah Aliyah (MA) located within the same complex.

Meanwhile, within the *salafiyah* educational pathway, there are institutions such as Madrasah Ibtidaiyah Salafiyah Darussalam, Madrasah Tsanawiyah Salafiyah Darussalam, and Satuan Pendidikan Muadalah Madrasah Ulya of Miftahul Muftadiin Islamic Boarding School. The non-formal curriculum refers to the foundation curriculum that emphasizes distinctive pesantren subjects such as classical Islamic texts, Arabic language, Islamic ethics, and other disciplines such as Islamic astronomy (*Ilmu Falak*) and Arabic poetic studies (*'Arudl/Syi'ir*).

Students are required to attend learning activities from morning until midday, starting from 08.00 to 12.00 local time. In addition, empty class periods are often filled with *badal kitab* sessions where students practice writing Pegon script, reading classical Islamic texts, and understanding their contents.

Diniyah Education

Diniyah education is conducted in the afternoon and evening through activities commonly referred to as *pengajian*. These activities include the study of classical Islamic texts (*kutub al-turats*), *sorogan*, *bandongan*, and *halaqah* learning methods. The books studied cover various disciplines such as fiqh (Islamic jurisprudence), tauhid (theology), tasawuf (Islamic spirituality), and nahwu-sharaf (Arabic grammar).

The teaching system generally follows a classical model through lectures delivered by female teachers (*ustadzah*). Afternoon study sessions focus on instrumental sciences such as nahwu and sharaf, women-related jurisprudence, and Qur'anic literacy through the Tilawati method. These sessions involve both *salafiyah* and curriculum-based students.

For evening study sessions, curriculum students attend *diniyah* classes according to their respective educational levels, while *salafiyah* students participate in evening religious studies organized directly by the boarding school. For example, Qur'anic exegesis classes are provided for *Muadalah* students, while other students study various classical Islamic texts.

In addition, the pesantren holds weekly religious gatherings, including the study of the books Qurrotul 'Uyun and Nisaa Ahl al-Jannah for senior-level students. Moral education is also emphasized through public lectures delivered by KH. M. Ridlwan Syaibani, the head caregiver of the boarding school, in the study of the books Ta'lim al-Muta'allim and Minhaj al-Muta'allim.

Character Development and Skill Building

The boarding school instills values of discipline, independence, responsibility, and leadership through daily guidance systems. Students are required to follow structured daily schedules from dawn until night, including congregational prayers, routine religious studies, memorization activities, cleaning duties, and participation in student organizations.

In addition to formal and *diniyah* education, the boarding school also organizes various extracurricular activities to develop students' interests, talents, and practical skills. These activities aim to produce students who are not only knowledgeable in religious sciences but also possess practical and social skills beneficial for everyday life and community service.

Sewing

The sewing extracurricular activity is one of the most popular life-skill programs among students. Participants learn basic hand sewing, operate sewing machines, and design simple clothing patterns. This program aims to equip students with independent skills that may later become entrepreneurial opportunities.

Qur'an Recitation Improvement (*Tahsin*)

The *tahsin* program aims to improve the quality of students' Qur'anic recitation, particularly in pronunciation (*makharijul huruf*) and tajwid rules. Students are guided by competent teachers to continuously refine their recitation skills, which serve as the foundation before progressing to memorization (*tahfidz*) or advanced recitation styles.

Qur'anic Recitation Arts (*Qira'at*)

The *qira'at* activity further develops recitation skills by teaching students various melodic patterns (*maqamat*) in Qur'anic recitation. This activity trains vocal ability and strengthens students' emotional connection with the Qur'an. Some students frequently participate in Musabaqah Tilawatil Qur'an (MTQ) competitions at regional levels.

Master of Ceremony (MC)

The MC training program aims to develop students' public speaking skills. Students learn how to host both formal and informal events in Indonesian and Arabic. This training also builds confidence, communication skills, and professional behavior in public settings.

Islamic Calligraphy (*Khot*)

The calligraphy extracurricular program develops students' artistic talents in Arabic writing. Students learn various styles such as Naskhi, Tsulutsi, and Diwani. Besides artistic expression, this activity trains patience, precision, and aesthetic appreciation in presenting Qur'anic verses visually. Through these diverse extracurricular programs, the boarding school not only focuses on spiritual and intellectual development but also on non-academic potential that will benefit students in their future lives.

Integration of Spiritual and Social Values

Activities such as congregational prayers, *tahlil*, recitation of aurad, and social service programs serve as media for instilling both spiritual values and social empathy. The boarding school aims to educate students not only intellectually but also spiritually and socially as preparation for community life.

This integration is also evident in the Seloso Legi religious gathering, which studies the book *Tanbih Al-Ghofilin* and involves community participation. Another example is the Bahts al-Masa'il forum, which engages religious scholars and community leaders from outside the boarding school to discuss contemporary Islamic issues.

The integration of intellectual, spiritual, and moral education is the main strength of Miftahul Mubtadiin Ar-Ridlo Female Islamic Boarding School. Through this system, students are encouraged not only to achieve academically but also to develop strong internal motivation in seeking knowledge as a form of worship and devotion to Allah.

Challenges in Implementing the Educational System In implementing its educational system, the boarding school faces both internal and external challenges.

Limited Facilities and Infrastructure

One major challenge is the limited learning facilities, including insufficient classroom space, an incomplete library, and limited equipment for skill-based activities such as sewing and calligraphy. This condition affects the comfort and effectiveness of learning processes.

Diverse Levels of Student Discipline

Although the education system is well structured, its implementation sometimes encounters challenges due to varying levels of student discipline. New students, in particular, often struggle to adapt to the strict routines of boarding school life.

Intensive Time Management

The integration of formal, *diniyah*, and extracurricular education results in a very dense schedule from morning to night. This may cause physical fatigue and mental boredom for some students, potentially affecting their learning motivation.

Curriculum Adaptation

Combining the pesantren curriculum with the formal national curriculum presents challenges such as overlapping materials, scheduling conflicts, and differences in teaching approaches. Despite these challenges, the boarding school continuously seeks solutions through cooperation with parents, improving internal management, teacher training, and support from external stakeholders.

Implementation of the Educational System in Improving Student Motivation and Achievement

The educational system implemented at Miftahul Mubtadiin Ar-Ridlo Female Islamic Boarding School plays a significant role in shaping students' motivation and improving their academic performance.

Learning Motivation

Students' motivation arises from both intrinsic and extrinsic factors. Intrinsically, the religious environment of the boarding school encourages students to learn and study Islamic knowledge as an act of worship. Extrinsically, motivation comes from teachers' encouragement, reward systems, healthy competition, and support from parents and alumni.

Student Achievement

Students' academic achievements are measured not only through formal academic scores but also through achievements in *diniyah* studies and practical skills. Many students demonstrate improvement in their ability to read classical texts, recite the Qur'an correctly, perform as MCs, and win competitions in Qur'anic recitation and Islamic arts.

Supporting Factors

Several factors support the success of this educational system, including:

1. The exemplary behavior of caregivers and teachers as role models.
2. A strong pesantren culture that supports learning through routines such as morning study sessions and evening recitations.
3. Internal motivation programs such as self-reflection (*muhasabah*), personality development, and spiritual strengthening.
4. Continuous support from alumni and parents who encourage students' enthusiasm for learning.

CONCLUSION

Based on the results of this study, the author concludes that the education system at Pondok Pesantren Putri Miftahul Muftadiin Ar-Ridlo Krempyang has been running quite well. The education provided is not only focused on academic aspects but also includes religious education and additional skills that help students become more motivated in their learning.

Although there are still several challenges, such as limited teachers and facilities, the pesantren continues to strive to provide the best possible education. The ustadzah and caregivers play a significant role in guiding the students, encouraging their enthusiasm for learning, and helping them achieve academic success. The author hopes that this pesantren will continue to improve its education system so that students become more motivated and achieve greater accomplishments. It is also hoped that this pesantren can serve as a model for other Islamic boarding schools.

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