

# How Islamic Education Synergizes with Semi-Military Education in Compulsory Boarding Programs: Evaluative Studies in Compulsory Boarding Programs in Vocational High Schools

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## ABSTRACT

This research evaluates the effectiveness of the boarding and semi-military compulsory education program at SMK Negeri 3 Palopo in forming discipline and responsibility and increasing student achievement within the framework of Islamic educational values. Using a descriptive qualitative research approach, data collection was carried out through observation, in-depth interviews, and documentation studies involving teachers, staff, and students. The findings show that the program effectively increases students' discipline and motivation in learning and integrates Islamic values such as togetherness, honesty and social responsibility into students' lives. Although this research highlights the positive impact of these programs, it also suggests the need to improve supporting facilities such as libraries and laboratories and communication between schools and parents to support the effectiveness of the programs further. This research implies that deeper integration of Islamic values, coupled with improved infrastructure and increased parental support, can optimize boarding and semi-military education programs, cultivating graduates who are academically successful, of noble character and responsible, in line with the goals of Islamic education holistic. The study involved 25 participants, including teachers, staff, and students, providing a comprehensive picture of the program's impact.

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## 1. INTRODUCTION

Education is essential in the fight against ignorance, the transformation from ignorance to knowing. In Islam, the search for knowledge is an obligation for every Muslim, so we as human beings who are given reason should try to get the best education that is in line with Islamic values (Rozak, 2020). According to Islamic principles, education provides opportunities for people to improve their knowledge and skills to be more productive about working and contributing positively to society (Effendi, 2021). Human resources fostered through education are expected to be able to meet the needs

of the industrial world, have the necessary skills, and increase competitiveness in this global era while still upholding Islamic ethics (Nurbaya, 2020). Armed with knowledge and talent development obtained through education, individuals are expected to face various life problems and challenges wisely and patiently per Islamic teachings (Ifnaldi, 2021).

Various problems often arise in the world of education, such as fights between students, drug use, student promiscuity and other juvenile delinquency (Resdati & Hasanah, 2021). KPAI found that student brawl cases in Indonesia increased by 1.1% in 2018 (Nurdiana et al., 2020). Reported further in 2013, a brawl involving students between schools in the Slipi area, West Jakarta (Fitria Silvi, 2020). As a result of this brawl, a student was killed with a sharp weapon and splashed with hard water.

From the various problems, it can be seen that student promotion programs in schools are still ineffective in forming a good personality based on Islamic values. It is exacerbated by the lack of coaching activities designed to develop students' interests and talents, so they tend to use their free time for activities that are not useful outside school hours (Widiyani et al., 2019). To realize the goals of national education and foster student morale per Islamic teachings, schools make various efforts, including implementing evaluations of compulsory boarding programs and semi-military education. This program is expected to help students develop self-discipline, responsibility, and love for the good values taught in Islam (Lubis, 2020). With this integrated approach, it is hoped that students will not only gain academic knowledge, but also develop strong character, able to face life's challenges wisely and patiently in accordance with Islamic teachings.

The success of teachers in their teaching roles can be measured by the results of their students (Hamdayama, 2016). To obtain the results, teachers must conduct evaluations or assessments of student learning (Magdalena et al., 2020). Evaluation or assessment is important to teachers' success in carrying out their obligations (Salirawati, 2021). For this assessment, the teacher can recognize the success or failure of students in learning activities to get the teaching material explained by the teacher. So teachers can set the next steps towards assessment results (Hanafiah et al., 2022). Evaluation is carried out to plan several ways that will be passed to correct the success or failure of student learning activities at school (Deksa Ira Lindriyati, 2020).

Vocational High School is a level of formal education equivalent to Senior High School. In Vocational High School, vocational training focuses on specific skills to prepare students to plunge directly into the world of work and higher levels of education (Haryanti, 2022). The semi-military program is an educational system in some vocational schools (Siburian et al., 2021). The semi-military program is one of the school programs that aim to create a good personality in children through kindness, discipline, and guidance (Mahartika, 2020). By combining these two approaches, this research seeks to provide new insights into how semi-military programs can be implemented effectively in vocational schools to support the formation of strong and ethical student character according to Islamic teachings.

Semi-military education is an activity that aims to foster the nature and attitude of students (Sokhifah Nikmah Maulidah, Budiono, 2022). It is not the same as the military, which is defined a lot by the armed forces of a country (Breaking News, 2020). The semi-military education plan comes amid parents' concerns about increasingly misbehaving children, such as lack of respect, responsibility, and discipline (Widiyani et al., 2019). Semi-military education is expected to make school children who love the homeland obey existing rules (Syahira & Cahyaningtyas, 2019).

In addition to semi-military programs, some vocational schools also run compulsory boarding programs. A dormitory is one of the facilities in a school that can accommodate students within the period specified by the educational institution (Setyorini & Kuncoro, 2020). There are rules in the dormitory that students generally have to obey (Faiz et al., 2021). A good educational environment can support how students learn to achieve their desired abilities efficiently and easily (Junaedi, 2019a). In the dormitory program, students are supervised and disciplined in their daily activities (Laela et al., 2019). The boarding program is expected to improve the learning outcomes of accommodated students (Gudiño León. et al., 2021).

Students' formation of disciplinary character often encounters obstacles, but students need to be guided to become critical and wise individuals by Islamic teachings (Wahyuningsih, 2020). Therefore, special education is needed to integrate Islamic character values in every aspect of life in the school environment (Ismail, 2021). Character education must be prioritized to cultivate Islamic values so that students understand the importance of their actions by Islamic sharia (Junaedi, 2019b). Semi-military education programs implemented in schools can be used to instil strict discipline, which is one of the important aspects of Islam. With high discipline, students are expected to act and behave well in their environment, which aligns with Islamic teachings that prioritize politeness and responsibility (Najmuddin et al., 2019).

The level of student discipline at SMK Negeri 3 Palopo showed a significant decrease. In response, the school has implemented activities to instill disciplinary values based on Islamic principles in students. Some students seem less enthusiastic about participating in academic activities, often do not comply with the established dress code, and enter the school area late. It is hoped that, with proper guidance, graduates from SMK Negeri 3 Palopo can become strong individuals and compete healthily with graduates from other schools. This study evaluates the effectiveness of these schools' compulsory boarding and semi-military education programs.

The observations have revealed several problems related to the learning process, such as student discipline and ineffective activity schedule arrangements. Students who inhabit dormitories appear to be more active and critical, which causes them to be more involved in learning activities. The differences in teaching methods applied by teachers in regular schools and dormitories contribute to this dynamic, where a more structured and disciplined approach by Islamic values tends to motivate students more to actively participate in learning.

This research aims to investigate the effectiveness of the mandatory boarding and semi-military education program at SMK Negeri 3 Palopo in shaping students' personalities in accordance with Islamic values. This research was developed based on previous research which identified the importance of character education in Islam and the various problems faced by schools in developing student morals. The new insight that this research aims to provide is a deeper understanding of how mandatory boarding and semi-military education programs can be implemented effectively to overcome the problem of juvenile delinquency and form strong student characters in accordance with Islamic teachings. This research also aims to provide practical recommendations for other schools who wish to implement a similar program.

## 2. METHODS

This research was carried out at SMK Negeri 3 Palopo with the aim of understanding in depth the mandatory boarding and semi-military education programs implemented at the school. The research method used is descriptive qualitative research. This method was chosen because it is suitable for answering research questions that require an in-depth understanding of phenomena that occur naturally in the educational context at SMK Negeri 3 Palopo. This is the opinion of (Creswell, 2010), who said that qualitative research is research that takes place naturally and reasonably, by the objective conditions of location, in relevant times and circumstances, in answering questions that require deep understanding, without manipulation, and the type of data collected, especially qualitative data. For this study, the researcher will describe the implementation of the evaluation of the compulsory dormitory program and semi-military education at SMK Negeri 3 Palopo. Data collection methods include observation, in-depth interviews, and documentation.

The data sources used in this study are primary and secondary. Primary sources are data obtained directly. This study obtained primary sources directly (*on-site*) when researchers conducted research at SMK Negeri 3 Palopo through observation and semi-structured interviews. Interviews were given to the principal and his deputy, 5 subject teachers, 3 staff and 15 students, who were used as researchers to provide the information needed to evaluate the mandatory boarding and semi-military education program at SMK Negeri 3 Palopo. Secondary sources, namely secondary sources, are data obtained

indirectly or through intermediaries, with information collected through documentation to support data obtained through primary sources. Secondary data can also be considered complementary data that can be used to enrich data and support primary data obtained previously in this research, secondary sources are data sources obtained through document study in the form of documentation from several documents such as school rules, dormitory rules, dormitory policy documents and curriculum.

Data collection techniques are the most strategic step in research because the main purpose of research is to collect (Mahmudah, 2021). In this case, data was collected at SMK Negeri 3 Palopo. The data collection technique applied in this study is a case study data collection technique. It is based on the consideration that the case study method is applied to find meaning from context through observation and interaction in certain situations. Thus, data collection is carried out in various ways: initial surveys, literature studies, observations, and in-depth interviews.

This research data analysis uses non-statistical, raised interactive methods (Zakaria et al., 2020). There are four conditions used, namely credibility (degree of trust), transferability (transferability), dependency (dependability), and certainty (conformability). The technique of checking the validity of this study's data is triangulation. In this study, researchers used two types of Triangulation: source triangulation and techniques.

Researchers use this source triangulation to correct data obtained on SMK Negeri 3 Palopo students, homeroom teachers, and school principals. However, triangulation techniques test the credibility of data that is carried out using how to correct data with the same source but not the same technique. Researchers use triangulation techniques to check the veracity of information obtained from interviews, observations and documentation. These three research techniques will produce a conclusion regarding the evaluation of the compulsory dormitory program and semi-military education at SMK Negeri 3 Palopo.

### 3. FINDINGS AND DISCUSSION

#### 3.1 Implementation of the Semi-Military Education Curriculum in Vocational Schools

SMK Negeri 3 Palopo is one of the boarding schools in Palopo, South Sulawesi, that applies typical semi-military education. This school is one of the schools devoted to shipping majors by adhering to a semi-military education system. The curriculum used in this school is the independent intracurricular curriculum and the SCTW Manila curriculum. SCTW Manila stands for *Standards of Training, Certification and Watchkeeping for Seafarers Manila Amendments*. The Manila SCTW is an amendment to the 1978 STCW Convention adopted by the International Maritime Organization (IMO) in 2010 and entered into force in 2012. The SCTW curriculum is designed to enhance seafarers' knowledge and skills, meet international standards set by the IMO and prepare students to sit for the SCTW exam and earn a seafarer's certificate. The Intracurricular Independent Curriculum is a curriculum structure that focuses on developing student character and competence through strengthened intracurricular learning, which is focused on building the character of Pancasila, namely love for the homeland in students.

SMK Negeri 3 Palopo also implements a mandatory dormitory program to shape students' disciplinary character and improve academic achievement. The school integrates deep Islamic values through various religious activities in this boarding program. These activities include regular congregational prayers, recitations to explore religious knowledge, and commemorating Islamic holidays that aim to strengthen students' faith and piety. In addition, hygiene activities such as room pickets, dormitory environment, and devotional work are emphasized to teach students about the importance of cleanliness and neatness, which are part of the sunnah of Prophet Muhammad. The skill activities, such as marching line exercises, scouts, martial arts, grooming, and sports, hone physical skills and foster discipline and cooperation.

Academic programs in dormitories are also highly regarded, including tutoring sessions in study rooms and remedial programs to strengthen students' academic understanding. Other mandatory

activities, such as morning gymnastics, flag ceremonies, morning and afternoon apples, and outbound and recreational activities, are all designed to build discipline, social awareness, and student togetherness. Through integrating Islamic education into dormitory life, SMK Negeri 3 Palopo strives to educate students to become individuals who are proficient in academics and spiritually and socially strong.

The compulsory dormitory and semi-military education program at SMKN 3 Palopo began in 2018. This program is one of the flagship programs of SMKN 3 Palopo, which aims to improve the discipline and character of students, prepare them to become a professional and ready-to-use workforce and form a cadre of national leaders. The compulsory dormitory and semi-military education programs at SMKN 3 Palopo were formed based on several backgrounds, namely the low level of discipline and character of students, high unemployment, lack of moral and religious education in students, lack of opportunities for students to develop talents and interests, and lack of conducive learning environment. This program is expected to provide solutions to the problems faced by SMKN 3 Palopo and help students achieve a better future.

The principal of SMKN 3 Palopo stated that all students at SMKN 3 Pelayaran Palopo must participate in all activities in the mandatory dormitory program. This is by established school regulations. However, there are some exceptions for students who cannot participate in certain activities, such as students who are sick, students who have special permission from the principal and students who participate in extracurricular activities outside of school. School regulations will impose sanctions for students who do not participate in activities without a valid reason. Such sanctions can take the form of verbal reprimands, written reprimands, being notified to parents, suspension, and expulsion from dormitories. The purpose of holding a compulsory dormitory program is to shape the character of students who are religious, noble character, and broad-minded, increase student discipline and responsibility, build cooperation and cohesiveness between students, develop students' talents and interests and prepare students for independent living (Nareswari & Inayati, 2022). In addition to the compulsory dormitory program that SMKN 3 Palopo students must follow, there are also non-compulsory dormitory programs such as extracurricular activities, self-development activities and religious activities.

### ***3.2 Integration of the Semi-Military System and Compulsory Dormitory Program with Islamic values in Vocational Schools***

The semi-military system has a regularly scheduled life pattern every day, from waking up to sleeping again every day, and has been scheduled regularly and coherently. Discipline is the main value that is emphasized, even introduced before students know anything else. This pattern of discipline is very strong, with awards for the most disciplined exemplary students each month, while students who break the rules will be subject to appropriate punishment (Aditya & Rahmadi, 2020). SMKN 3 Pelayaran Palopo has arranged a balanced schedule between learning and other activities. Students are encouraged to manage their time well and follow all activities. The arrangement of students' schedules between learning and participating in activities at SMKN 3 Pelayaran Palopo ensures that students can follow all activities well and no one is left behind. The school will provide appropriate action for why the student did not participate in the activity. The school will also take a comprehensive approach to help students follow activities well. Strict rules are applied to form a spirit that obeys the rules and rules and is loyal to the nation and state.

SMKN 3 Pelayaran Palopo uses various innovative and interesting teaching methods to help students learn and understand the subject well. The material delivered in the programs at SMKN 3 Pelayaran Palopo varies, depending on the program and the needs of students. These methods include theoretical methods, namely lectures, discussions, and presentations; practical methods are simulation practice on training ships and industrial facilities. See other methods, such as project-based learning and distance learning. SMKN 3 Pelayaran Palopo also provides various programs to help students develop their skills and knowledge in shipping, fisheries and marine, gastronomy, and fashion.

According to subject teachers at SMKN 3 Palopo, the compulsory boarding program has a significant role in supporting the learning process with several benefits, such as increasing student discipline, building character, strengthening interaction between teachers and students, increasing learning motivation, and forming good study habits. This program positively impacts the learning process and is very effective in fostering Islamic character values in students. It is in line with the principles of Islamic education that focus on academic intelligence and the development of noble morals, where students are taught to integrate science with ethical and spiritual values in everyday life (Aliska, 2022).

According to the Vice Principal for Student Affairs of SMKN 3 Palopo, implementing the mandatory dormitory program faces several obstacles, including the following: First, the limited dormitory capacity causes not all students to be able to join the dormitory program. Secondly, the relatively high cost of living in dormitories is a barrier for some students who cannot afford to live there. Third, the lack of coaching staff in the dormitory impacts student character building in a less-than-optimal way. Fourth, some students experience difficulty adapting to the new dormitory environment. Fifth, some students long for family when they live away from home. These constraints point to the need for evaluation and improvement in boarding management and facilities to ensure that the program can run effectively and provide maximum benefits for student development.

### ***3.3 Challenges and Solutions in the Implementation of Islamic Education in Vocational Schools***

One of the obstacles to implementing Islamic education in educational institutions, including at SMKN 3 Palopo, is the lack of sufficient religious education content for students. It includes irregular recitation activities, a lack of facilities for implementing worship, and a lack of material integrating Islamic values into the school curriculum. These shortcomings can affect the development of students' Islamic character, ideally including a deep understanding of religious teachings, applying Islamic values in daily life, and forming a strong Muslim personality.

To overcome this obstacle, it is necessary to improve the quality and quantity of religious education programs in schools, including providing competent religious teachers, additional time for religious activities, and enrichment of teaching materials per Islamic values. First, the school needs to consider expanding the capacity of dormitories. It could be done by expanding existing dormitory facilities or seeking cooperation with dormitories around the school area that could be used to accommodate more students. Alternatively, schools can build new, larger dormitories with support from local or private governments. Second, due to the high cost of living in dormitories, schools can submit proposals to local governments or sponsors for subsidies or financial assistance. This subsidy will allow underprivileged students to enjoy boarding facilities without high costs. Third, schools should recruit additional coaches and provide adequate training to address the shortage of coaching personnel in dormitories. This training should include character-building methods, effective communication techniques, and strategies for handling student adaptation problems.

Furthermore, the school can implement a comprehensive orientation program to help new students adapt to the boarding environment. These programs can include team-building activities, counselling sessions, and adaptation training. Counselling sessions can also help overcome students' feelings of homesickness for family, with adequate communication facilities or regular psychological support.

In Islamic education, schools should strengthen the integration of Islamic values in the curriculum and daily activities. It includes increasing the frequency and quality of religious activities such as recitation, book study, and celebration of Islamic holidays. Schools also need to ensure that facilities for worship, such as prayer rooms and ablution places, are available and well-maintained. Finally, continuous training for religious teachers is essential to ensure that they can teach effectively and convey Islamic values thoroughly to students. These trainings should be regularly scheduled and involve the latest material in religious education. By implementing these solutions, it is hoped that the compulsory dormitory program and semi-military education at SMKN 3 Palopo can run more effectively and positively contribute to the student's academic development and Islamic character.

Thorough and continuous evaluation can help improve the quality of semi-military education and ensure its benefits to students (Siregar et al., 2023). In the evaluation process, it is important to involve various parties, including students, parents, teachers, and education experts, to obtain comprehensive and objective input (Sholeh et al., 2023). It is also in line with the Qur'anic verse surah Ali 'Imran · Verse 103, which means ", Hold fast to the ropes (religion) of God, does not divorce, and remember God's favour to you when you were once enemies, and then God united your hearts so that by His grace you became brothers. (Remember that you were on the brink of hell, and God saved you from there. Thus, God explained his verses to you that you might be instructed."(Kementerian Agama RI, 2009). This verse teaches the importance of unity and consultation in dealing with problems. By involving various parties, including students, parents, teachers, and education experts in the evaluation process, it will help in getting comprehensive and objective input, so that the decisions taken can be better and fairer.

Managing compulsory boarding and semi-military education programs has many challenges, but with the right solutions and cooperation from all parties, these programs can benefit students (Li & Xue, 2023). The compulsory dormitory program and semi-military education at SMKN 3 Palopo have great potential to achieve their goals. However, to ensure the program's effectiveness, a comprehensive and continuous assessment using a variety of indicators and approaches is required.

Overall, the compulsory dormitory and semi-military education programs at SMKN 3 Palopo aim to form students who have character achievement and are ready to become future nation leaders by Islamic values. The program is evolving and is evaluated regularly to ensure it achieves its objectives effectively and efficiently.

The compulsory boarding and semi-military education programs at SMKN 3 Pelayaran Palopo have made a positive contribution to improving student discipline in the classroom by helping students learn to follow rules and regulations, increasing concentration and focus in learning, developing a sense of responsibility, building leadership, and strengthening teamwork. However, it should be recognized that this program is not always effective for all students; some may have difficulty adapting to strict discipline and busy schedules. Therefore, it is important to constantly monitor each student's progress and provide the necessary support for those facing challenges. Overall, the compulsory boarding program and semi-military education at SMKN 3 Pelayaran Palopo have great potential to help students improve discipline in the classroom.

According to teachers at SMKN 3 Palopo, students who live in dormitories generally have higher learning achievement than students who do not. Some factors contributing to this difference include a more conducive learning environment in dormitories, where students avoid distractions such as television, gadgets, and negative peer influence. In addition, tighter supervision of teachers and boarding staff helps students to focus more on studying and completing their tasks. Students in dormitories also have easier access to learning facilities such as libraries, laboratories, and study spaces, which support their learning process. Higher learning motivation is often seen in boarding students in a supportive environment with peers with similar academic goals. Lastly, stronger learning support from teachers and boarding staff is also very helpful, allowing students to overcome learning difficulties and improve their overall achievement.

### ***3.4 Optimizing the Dormitory Program to Improve Achievement and Islamic Character of Students in Vocational Schools***

Although the boarding program at SMKN 3 Palopo has been shown to improve student achievement, not all students who live in dormitories experience increased achievement. Several factors, such as learning ability, motivation, and family background, as revealed by (Aminuddin, 2020), play an important role in students' academic success. In addition, this program also presents several challenges for teachers, including limited time for teaching because students have to participate in other activities in the dormitory, which requires teachers to be more creative and efficient in teaching. The need to adapt to diverse student learning styles and the potential for student burnout due to strict discipline and hectic schedules are also concerns.

Several steps can be taken to improve the effectiveness of this dormitory program, including improving facilities and infrastructure, improving the quality of teaching staff, and increasing cooperation with parents and the community. In addition, creating more fun and challenging programs, maintaining students' physical and mental health, building a safe and comfortable boarding system, providing choices to students, and periodically evaluating and improving programs are necessary. Increased funding is also important to support all of these initiatives. Lastly, building a positive reputation and image of the boarding program is expected to attract more students and support from various parties.

The implications of this research are very significant in the context of Islamic education at SMKN 3 Palopo, especially in understanding how a disciplined and conducive dormitory environment can support character development and student achievement. This research shows that integrating Islamic values, such as discipline, responsibility, and avoidance of negative influences, can effectively be implemented through boarding programs. It aligns with Islamic principles that teach the importance of science and good moral formation (Hidayat et al., 2018). Thus, schools should continue and strengthen this program by adding more activities based on Islamic values to help students succeed academically and grow as individuals with noble character per Islamic teachings.

Furthermore, the study also suggested that to improve the effectiveness of boarding programs, schools need to improve communication with parents and improve support facilities. Better infrastructure, such as adequate libraries, laboratories, and prayer rooms, will support students in academic and religious activities. These improvements will improve the quality of education provided and strengthen students' religious understanding and practice, an important aspect of Islamic education. Implementing this improvement is expected to have a wider impact on the school community by instilling Islamic values and preparing students to become a competent workforce that is ethical and responsible.

#### 4. CONCLUSION

This research shows that the implementation of a semi-military education curriculum and a mandatory boarding program at SMKN 3 Palopo improves student discipline and achievement, although not all students experience significant improvements, with factors such as learning ability, motivation and family background influencing academic results. To increase the effectiveness of the program, it is necessary to improve facilities and infrastructure, improve the quality of teaching staff, and collaborate with parents and the community. Programs should also be more fun and supportive of students' physical and mental health. The integration of Islamic values such as discipline and responsibility through religious activities supports the development of students' Islamic character. Improving communication with parents and improving supporting facilities will strengthen students' religious understanding and practices. Overall, this program has the potential to help students achieve higher academic achievements and develop noble character according to Islamic teachings, with ongoing evaluation to ensure the effectiveness of the program.

Apart from improving supporting infrastructure such as libraries, laboratories, and prayer rooms, SMKN 3 Palopo needs to strengthen collaboration with parents and the community to support the integration of Islamic values in students' daily activities. Immediate steps include improving communication systems between schools and parents, providing integrated training for teachers on teaching Islamic values, and identifying collaboration partners to support infrastructure improvements. As short-term measures, schools should expand hostel facilities, draw up comprehensive infrastructure development plans, and organize skill development programs for students. On the other hand, as a long-term strategy, SMKN 3 Palopo must form a special committee to monitor and evaluate the program regularly and plan the expansion of dormitory facilities and development of adequate infrastructure to support Islamic education and student academic development.

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