
Student Integrative Islamic Boarding School Education Management Model

Nur Apriyanto^{1*}, Dian Hidayati²

^{1,2} Universitas Ahmad Dahlan, Yogyakarta, Indonesia

^{1*}nurapriyanto198900@webmail.uad.ac.id, ²dian.hidayati@mp.uad.ac.id

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ABSTRACT

The rapid development of higher education if not balanced with an intense spirituality, will be dangerous. Higher education integrated with pesantren attempts to balance technological progress and spiritual strength. Pesantren integrated with universities as part of the modern world and proved that the pesantren program is no longer considered old and backward. The existence of tertiary institutions that integrate pesantren is a form of public service in responding to various challenges in implementing education in Indonesia in a complete and balanced form between character and cognitive. The research method used to describe the integrity management model of pesantren education for students in Yogyakarta is qualitative descriptive with Data collection techniques in interviews, documentation, and observation. This study shows that: (1) The integration model of universities and pesantren in Yogyakarta is not carried out in one model. (2) Management of Islamic boarding school education carried out by the Tarbiyah Madani School of Science is linear integration management. (3) Educational Management Islamic boarding school conducted by Stikes Surya Global is a non-linear, fully integrated management type. (4) Management of Islamic boarding schools carried out by Unires Universitas Muhammadiyah Yogyakarta is a type of partial integration management (5) In implementing the management of Islamic boarding schools, Students in Yogyakarta are seen using good modern management. (6) Management of Islamic boarding school students shows professional and accountable management in all elements.

1. INTRODUCTION

Islamic universities first appeared in Indonesia in 1945 to develop Islamic education, cadre Islamic education teachers, and carry out da'wah functions of informal education. people involved in it (Rapono, 2020). When viewed from the aspect of success in achieving the above objectives, it is necessary to combine the concepts of Islamic boarding school and higher education to maximize results.

Islamic boarding schools have academic traditions that have characteristics that are different from other educational institutions, namely the slogan, bandongan, and slogan traditions. From the existing academic tradition, the pesantren has produced many figures of students who are tough and have good literacy skills, because before being declared a

graduate, a student must read the yellow book in front of the *kyai* or *ustadz* from beginning to end, as well as communication and collaboration skills, students are accustomed to *bahsul masail* in which there are arguments to support existing opinions or are rolled out in the *bahsul masail* forum (Siddiq, 2015). This is in the spirit of the Indonesian government, which has begun to formulate the latest learning objectives strategy, namely the 4 Cs: (1) Critical thinking, (2) Communicative, (3) Collaborative, and (4) Creative (Astuti et al., 2019).

Management of higher education cannot be separated from management functions which there are at least five, namely: (1) Planning, (2) Organizing, (3) Implementation, (4) Supervision, (5) Assessment, Implementation of management in tertiary institutions dramatically influences the quality of inputs. Processes and products because management is like the brain in the body where the quality of the brain dramatically affects the pattern of life and human performance (Latham et al., 2005; Primayana, 2016). The management used by universities in improving their quality is very diverse; actually, all of them come from industrial management systems adapted to educational needs. Some universities even implement international standard management systems such as ISO 9001 2000 (Prabowo, 2009).

Universities based on *pesantren* culture are now starting to be promoted by people who are concerned with education and religion, namely, at one time a student learns science in lectures and also participates in Islamic boarding school activities in the *pesantren* environment which are deliberately made in universities with many goals, including the following: the knowledge that is built based on the teachings of Islam, namely the Qur'an and Hadith, as well as the same knowledge is built on the results of observation, experimentation, and logical reasoning. If the Qur'an and Hadith are placed in the position of the source of knowledge, then there will be no dichotomous view of science and demean the position of the Holy Scriptures. The efforts made by UIN Malang are proof that the process of integrating the concept of higher education with Islamic boarding schools has shown satisfactory results (Zainiyati, 2014). *Pesantren* and higher education, it is effortless to integrate because they both have deep-rooted and fundamental similarities; the integration can strengthen respective goals, especially in building strong character in students. It can be realized by traditional *pesantren* education, namely praying in congregation, respecting friends, appreciating knowledge, and *tadarus* (Suprayogo, 2017).

Previous research related to the integrated boarding school students' education management model has included: Miftahuddin's 2020 research entitled that UIN constantly improves student boarding programs; the Islamic boarding school system at UIN has its uniqueness among student boarding programs in Indonesia, namely the structure and curriculum. Research that uses three UINs as research in Malang and Yogyakarta, and Jakarta UINs, illustrates the uniqueness of integrity models, which are tradition-based to strengthen knowledge. Each of these UINs has a characteristic nomenclature and structure. (Ag & Miftahuddin, 2020). Khoiriyah's research (2021) that Islamic Religious Colleges, especially UIN,

have organized non-formal Islamic boarding schools each campus implement autonomy by the desired and most appropriate to the culture of the campus. Most of the material taught is the primary material, and the context of integration is a manifestation of the acceleration of scientific integration projects. (Khoiriyah, 2021)

By reviewing the two studies that Miftahuddin and Khoiriyah have carried out, studies related to the integrated boarding school students' education management model have been carried out. By reviewing the results of their research, then adopting them for the development of higher education institutions that are integrated with specific pesantren programs, universities that are integrated with pesantren that adopt these ideas may benefit positively. However, some of these studies have not touched private universities and have not specialized in universities in Yogyakarta. Miftahuddin's research (2020) only discusses the scientific integration of universities and Islamic boarding schools in three state universities, namely UIN, namely UIN Jakarta, Yogyakarta, and Malang. semesters 1 and 2 as held at Ma'had Al-Jami'ah in three state universities, namely UIN Jakarta, UIN Malang and IAIN Tulungagung. However, the discussion about the management model of pesantren education private universities and the limitation of the research area in Yogyakarta has not been used as an object of research. The limitations of various things, ranging from the selection of models applied, the ability of students, public trust in universities that implement integrated management with pesantren.

2. METHOD

The research is descriptive research with a qualitative approach. The qualitative descriptive method is a research method based on the philosophy of postpositivism used to examine the condition of natural objects (as opposed to an experiment) where the researcher is the key instrument. The data collection technique is carried out by triangulation (combined), the data analysis is inductive/qualitative, and Qualitative research emphasizes meaning rather than generalization. Qualitative descriptive research aims to describe, describe, explain, explain, and answer the problems to be studied by studying as much as possible an individual, a group, or an event. In qualitative research, humans are research instruments, and the results are written in the form of words or statements that are by the actual situation (Sugiyono, 2013). The participants in this study were three people, namely (1) Ustadz R as the Head of the Islamic Boarding School of Tarbiyah Sciences College of Yogyakarta, (2) Ustadz M as the Head of the University of Muhammadiyah Yogyakarta (3) Ustadz R as the representative for the care of the Stikes Surya Global Islamic boarding school.

3. RESULTS

The integration of universities and pesantren has been widely carried out by universities that integrate or from pesantren around universities (PUTRA, 2017). Universities in Yogyakarta

that have officially integrated the higher education curriculum with Islamic boarding schools include the Yogyakarta Islamic Tarbiyah College (<https://stitmadani.ac.id/boarding/>), Surya Global School of Health Sciences (Anindita, 2020), and the Muhammadiyah University of Yogyakarta (Ma'ruf, 2021). The above universities have educational goals stated in the vision and mission of their respective universities. However, the integration is carried out to boost scientific competence and strengthen character in students who undergo education programs at these universities.

The integration of the higher education curriculum and Islamic boarding school is the answer to the community's demands in meeting the needs in terms of legality of Islamic boarding school-based religious experts who are qualified in their knowledge and reliable in the world of science and technology. Malik Fajar described the differences between the educational traditions in pesantren and tertiary institutions. He said that pesantren had advantages in terms of morality but minus the tradition of rationality, although they could give birth to morally strong but intellectually weak individuals. On the other hand, higher education has advantages in rationality and added enrichment in skills, but minus moral enrichment. In reality, higher education only produces intelligent humans but lacks ethical and moral sensitivity (Tholkhah & Barizi, 2004)

To overcome these weaknesses, the Director of Islamic Higher Education (Diktis) took a policy regarding the development of the PTAI curriculum, namely 1) learning outcomes-based curriculum, 2) curriculum consisting of the core curriculum and institutional curriculum: 3) the core curriculum determined by the government and applies nationally, while the institutional curriculum is determined by the PTAI and applies only at the PTAI, 4) the overall curriculum (core and institutional) is determined by the PTAI, and 5) the quality of the curriculum is the responsibility of the PTAI (Furchan & Maimun, 2005).

The policy implies that: 1) the curriculum needs to be developed with more emphasis on achieving competency targets rather than mastery of the material, 2) more accommodating the diversity of needs and available educational resources, 3) providing more expansive freedom for education implementers at PTAI to develop and implement education programs according to needs, 4) using the principle of unity in policy and diversity in implementation. Policies aimed at increasing community participation rates and the quality of education required curriculum development, while curriculum development aimed at increasing the relevance of educational programs could be achieved by developing regional and school/college curricula and involving the participation of stakeholders (Miftah, 2017).

Islamic boarding schools in Yogyakarta have existed since establishing universities such as STITMA; some were established after universities, such as Unires Muhammadiyah Yogyakarta and Surya Global Student Islamic Boarding School. The integration of higher education and Islamic boarding school programs in Yogyakarta has several models developed to run the integration program, including: (1) fully integrated and (2) partially integrated.

The implementation of the entirely linear integration model in higher education is to fully integrate higher education institutions and Islamic boarding schools, namely in terms of (1) curriculum, by incorporating the pesantren curriculum into higher education as a supplement to the university's unique curriculum. The pesantren curriculum that included by the institution where the pesantren or college is sheltered in it; if the institution is an institution that relates to the Shafi'i madzab, the books studied are usually (Sharah Matan abi syuja, Waraaqat, fathul mu'in) (2) Facilities and Infrastructure, with the implementation of the full integration model, the two programs are carried out in the same building using the same desk (3) Financing, the fees paid by students to the institution are fees for colleges, Islamic boarding schools and dormitories (huts). The non-linear full integration model is the same in 2 of the 3 points above, namely points 2 and 3, while point 1 is different in implementing the non-linear full integration model.

The implementation of the partial integration model is to partially integrate higher education programs with Islamic boarding schools, namely in terms of the common goal of producing graduates who have good character and master knowledge by the skills learned. In this model, the curricula of universities and pesantren are separated, and the time is different. The financing of tertiary institutions does not include boarding schools and dormitories cost for boarding schools. The facilities and infrastructure of universities and Islamic boarding schools are separated, both of which have different lands. Although it is distinguished in these three things, it is still managed by the same party so that it runs in harmony and balance and does not collide with each other.

Discussion

The paper discusses how the fully integrated management model of student boarding schools in Yogyakarta takes samples in 3 integrated student boarding schools. Islamic Boarding School Students of Tarbiyah Madani College, student Boarding School of Global Surya Health Sciences, and University of Muhammadiyah Yogyakarta University. a qualitative descriptive approach and data collection were collected from observations, interviews, and documentation. The data will be analyzed through data reduction, data display, and verification/conclusion.

Total Linear Integration Model at the Islamic Tarbiyah College Madani (STITMA)

The College of Tarbiyah Madani, which has a vision of making the manhaj of the salaf into *aqidah akhlaq* and *muammalah*, has manifested the concept of *manhaj salaf fit tarbiyati wat ta'lim* as a form of education program. The method for teaching Muslims according to the instructions of the salaf is (1) *tashfiah*, which means cleaning oneself from all the dirt of a Muslim and also cleaning the dirt of deviations in *aqidah* in the name of Islam, but the origin is not from the religion of Islam; (2) *Tarbiyah* which means educating Muslims in ways that are beneficial to the people from religious and world affairs based on the Qur'an and as-Sunnah

with an understanding of Salafus Shalih (Al Albani, 1999). In this concept, it is evident that Islamic education focuses on two things, namely strengthening character by purifying oneself from useless things and teaching practical sciences so that students can have imtaq and science and technology (anis baswedan, 2018)

According to Law no. 20/2003 concerning the National Education System article 36 paragraph (2), the curriculum at all levels and types of education is developed with diversification according to the education unit, regional potential, and students. Article 38 paragraph (3) explains that the concerned tertiary institution developed the higher education curriculum concerning the national education standard for each study program.

Based on the law, making the concept of manhaj salaf fit tarbiyah wat ta'lim as a basic assumption in the development of education at STITMA Yogyakarta is a manifestation of the principle of diversification justified long as it pays attention to national education standards. Educational goals and a clear scientific structure are needed.

Model Integration of Islamic Boarding School Curriculum for Students of the Islamic Tarbiyah College Madani (STITMA)

In general, if you pay attention to the ins and outs of the existence of the Yogyakarta Tarbiyah Islamic Boarding School, you can find several advantages and uniqueness in it, including: (1) the management of the Pondok prioritizes aspects of openness and kinship, where the teaching and educational staff come from internal circles of the Yogyakarta Tarbiyah College of Science who are competent in their fields and prioritize alumni who have competence; (2) conduct more in-depth learning about multi-dimensional religious (Al-Qur'an, Tafsir, Hadith, Ahlaq, and other studies) and even make it a characteristic of student boarding schools (3) The curriculum aspect emphasizes the provision of material that emphasizes the four aspects of spiritual, intellectual, emotional, and social intelligence where in emphasizing these four aspects students are able to equip their potential later when they enter the community, (5) students are given life skills that are directly related to lecture activities on campus so as to make Islamic boarding school students The Yogyakarta Tarbiyah College of Science is increasingly different from other Islamic boarding schools in general, so that the pesantren in the context of achieving its educational goals cannot be separated from the curriculum it has designed. Therefore, it is not naive if it is deemed necessary to have reliable and capable management of the Islamic boarding school curriculum while at the same time anticipating the development of science and technology today. In this research, curriculum management emphasizes the pattern of its application in the field, which can be classified into at least four aspects, namely curriculum planning, curriculum organization, curriculum implementation, and curriculum monitoring or evaluation.

The curriculum at the Tarbiyah Islamic Boarding School students of Yogyakarta is based on the Tawhid footing, that the signs of the value of the Qur'an as the primary reference and

the Sunnah of the Prophet, by carrying the theocentric Socio-humanist paradigm. It is based on the Qur'an about the relationship between humans and Allah (*habl min Allâh*) and humans and humans (*habl ma'a al-nâs*), which generally implies that two things need to be realized in the practice of Islamic education.

The horizontal dialectic dimension and the vertical submission dimension. In the horizontal dialectical dimension, Tawhid should be able to develop the reality of life. Both concerning himself, society, and the universe and all its contents, while in the vertical submissive dimension, it implies that Tawhid is not only a tool for maintaining, utilizing, and conserving natural resources. should be a bridge to understand the phenomena and mysteries of life in their efforts to achieve a lasting relationship with their Khaliq (Khoiruddin, 2018).

At the Tarbiyah Science High School Student Boarding School, the Tahfidz curriculum is applied as a typical curriculum for the Yogyakarta Tarbiyah Islamic School Student Boarding School, namely memorizing the Qur'an as a hallmark of Islamic academics and other supporting book studies. The evaluation model at the Tarbiyah Science Student Islamic Boarding School is the same as other Islamic boarding schools, namely daily, mid-semester, and end-semester evaluations and carried out with a predetermined schedule. Evaluation activities are carried out to determine the student's mastery of the subject matter provided and give the predicate of grade promotion or level to a higher level. However, there are slight differences in recitation activities, especially in book recitations where evaluation is carried out by memorizing and understanding the book's contents, which is done spontaneously to increase or move to other book material, so not for grade promotion. The evaluation time is not tied to a strict schedule and time.

Based on the conditions mentioned above, it can be seen that curriculum management has been running well, although it has not been fully maximized. It is evidenced by the arrangement of curriculum programs (learning) and the existence of learning evaluation activities to measure the level of absorption of students, which are carried out regularly and continuously.

It shows that the caregivers and elements within the scope of the Islamic Boarding School students of the Tarbiyah College of Science in Yogyakarta have well understood the importance of curriculum management in an educational institution. They always strive to take advantage of all the potential in the Islamic Boarding School for the successful implementation of the curriculum, both the formal curriculum related to the campus and the internal tahfidz curriculum of the STITMA student boarding school.

Islamic Boarding School Financing Management Model for Tarbiyah College of Science students, Yogyakarta

The financing aspect is crucial for the continuity of an educational institution. In planning educational financing, especially since the educational institution is an educational institution

with high complexity such as a pesantren, financial management is very decisive in ensuring the survival of the educational institution. It is where the financing management function is needed.

Implementing financing management at the STITMA Student Islamic Boarding School has implemented a "one-door" pattern, which means that pesantren financing is included in the payment for university lectures. Lecturer paying attention to the implementation of the financing management functions from planning (planning) through the preparation of the RAPB organizing (organizing) through the allocation of funding sources. Implementation (directing) through the use of sources of funds to finance cottage activities and supervision (controlling) through examination of financial administration books and financial reports.

This open management pattern feels more complete by inserting a value orientation towards accountability in managing funds and all activities in the cottage. The orientation of the values described by the lodge board is the values instilled by the lodge founders, namely openness and sincerity, hoping for the pleasure of *Allah Ta'ala*.

As the central vision of the Student Islamic Boarding School in the Tarbiyah College of Sciences in Yogyakarta, according to the chairman of the At Tutors Al Islamy Yogyakarta Foundation, "To make an educational institution that adheres to the salaf in aqidah, morals, and muamalah with international standards."

Model Management of Islamic Boarding School Facilities and Infrastructure for Students of the Tarbiyah School of Science, Yogyakarta

In essence, the management of educational facilities and infrastructure in higher education utilizes all the facilities and infrastructure owned. Management of educational facilities and infrastructure is an activation process planned and endeavored intentionally and earnestly and continuous guidance on educational objects. They are always ready to use for the learning process so that the teaching and learning process is increasingly effective and efficient for improving the quality of learning and the achievement of educational goals that have been set.

The management of facilities and infrastructure in Islamic Boarding School Students of the Tarbiyah School of Science includes planning, storage, inventory, supervision activities, and the elimination of facilities and infrastructure. Planning for educational facilities and infrastructure compiles a plan for school equipment needs for a certain period. It combines the planned needs with the available funds or budget for the Tarbiyah Islamic Boarding School. Procurement is an activity to provide facilities and infrastructure to support the implementation of tasks that must be carried out by the Islamic Boarding School of Tarbiyah Sciences.

Facilities and infrastructure planning activities implemented at the Tarbiyah Science Student Islamic Boarding School prioritize a pattern of prudence and openness. Prudence is closely related to financing or funding issues. Even students. This prudence can be seen from

the planning pattern that involves all components of the cottage or elements of the Yogyakarta Tarbiyah College of Sciences leadership. In line with that, Rohiat explained that the planning and procurement of school infrastructure facilities must be planned carefully. All procurement is by the needs and still considers the proposals of all school components and is adjusted to the madrasa/school finances (Rohiat & Pd, 2010).

The procurement of educational facilities and infrastructure at the Tarbiyah Islamic Boarding School Students is classified as being carried out correctly and regularly because it involves a separate committee formed through deliberation for consensus. The committee formed is then tasked with finding and procuring the goods needed by the agreed price that has been determined. The entire series of tasks of the committee for the procurement of facilities and infrastructure will end after all the goods held are ready to be handed over to the facilities and infrastructure section.

The vital thing seen in the procurement of facilities and infrastructure at the Tarbiyah Islamic Islamic Boarding School is adjusting the funds owned by the Foundation. If the facilities and infrastructure in their procurement require funds that are not so large and the funds can still be sufficient, they will be realized immediately. However, if the facilities and infrastructure require significant funds, the procurement will be postponed until the required funds are available.

After the required facilities and infrastructure have been owned by the university and submitted to the facilities and infrastructure section, the next step is to take an inventory. Inventorying the facilities is generally carried out by recording into the inventory book and writing down a particular code or number on the physical goods.

This inventory of facilities and infrastructure is very much needed to determine what infrastructure facilities are not owned and needed by school residents so that requests for goods can be carried out maximally and quickly. A good and regular inventory of facilities and infrastructure will impact the regularity of the use and utilization of infrastructure facilities by all school residents.

Non-Linear Full Integration Model at Stikes Surya Global Student Islamic Boarding School.

The pesantren program must be followed by Health Santri Students at PONDOK MODERN STIKes SURGA. This program aims to form the essential character of health students, which include: Knowledge, Understanding, Awareness, Faith, and Islamic Charity, all of which are the essential capital that health students must possess in carrying out their profession in society:

- a. The Forming health students who make their profession as *wasilah* in carrying out the duties of *Amar ma'ruf nahi Munkar*.
- b. As a health cadre who is obedient, caring, empathetic, and compassionate towards others.

- c. Become a cadre of national fighters who are honest, trustworthy, Islamic, and love the homeland.

The institution, which has the vision of "Forming the Rabbani generation," already has a light Islamic boarding school program to follow because it makes it easier for students to undergo lecture programs in the field of Health. According to Rodi, the Islamic boarding school program at Stikes Surya Global is to produce preachers with a background in health sciences, so nurses who can preach and health experts can preach.

Model of Islamic School Curriculum Integration for Global Solar Health Sciences College Students.

Integrating the student Islamic boarding school curriculum into the curriculum at Stikes Surya Global integrates the pesantren curriculum into the compulsory curriculum of one subject, namely Islamic Religious Education. With the implementation of the integration of the pesantren curriculum. As the Deputy Head of the Surya Global Islamic Boarding School, Rodi revealed that: "The PAI course can be greatly helped by the level of absorption of material in students because it is integrated with a pesantren program called Rasah." Implementing this integrated curriculum at Stikes Surya Global is not without reason. However, implementing the integrated curriculum is by the visions and missions.

The curriculum integration pattern is expected to produce graduates that have a noble character, honest, disciplined, and beneficial personalities; Religious, productive, and innovative human beings who uphold religious values, culture, and national character; Produce graduates who are entrepreneurial, progressive, and competent in order to provide and fill employment opportunities.

Later the graduates will have the independence to fill and provide employment opportunities in the health sector both at the regional and national levels to improve the welfare and economy of the community and, of course, become a person of character and character.

Islamic Boarding School Financing Management Model for Global Solar Health Science College students.

An understanding of the management concept is built based on a comprehensive understanding of the cost concept itself. The cost of education is the amount of money generated and spent for various purposes of providing education which includes teacher salaries, increasing teacher professional abilities, procurement of furniture or furniture, procurement of learning tools, procurement of textbooks, office stationery, activities extracurricular activities, education management activities, and supervision of education development and school administration. Theoretically, the concept of cost in other fields has similarities with education; educational institutions are seen as producers of educational

services that produce expertise, skills, knowledge, character, and values a graduate possesses. The cost of education is a determining factor for implementing education or learning in an educational organization such as a school or Islamic boarding school. The costs incurred by the government, the community, and other related parties will determine the number of funds spent to achieve educational goals.

For this reason, appropriate, effective, and efficient cost management (financing) is needed. It can be achieved if the budgeting system is based on careful planning, which is then detailed in the program to allocate the funds needed. Cost management is an essential aspect of education financing. It needs careful attention because the cost of education has a significant effect on the quality of education. The management of school institutions needs to be carried out effectively to realize the contribution of costs to the quality of education or learning. Financing management is optimizing existing sources of funds, allocating available funds, and distributing them as facilities or means of supporting the learning process to create an effective and efficient learning process. Therefore, education financing management focuses on how the existing sources of funds can be managed professionally to meet education delivery needs. Aspects of financing management occupy a strategic position to create quality pesantren. Therefore, a pesantren must be able to read the potential to create a financing model that suits the needs, situation, and conditions of a pesantren to meet education costs.

The form of financial management implementation at Surya Global Student Islamic Boarding School has implemented a "one-door" form, meaning that the financing of the pesantren is included in the payment of tuition fees at universities by paying attention to the implementation of the financial management function (planning) through the development of the RAPB, organizing (organizing) through the distribution of sources of funds, implementation (guidance) through the use of sources of funds for cottages and supervision (control) through the study of financial administration books and financial reports.

This open form of management seems to be a complete insertion of a value orientation towards accountability in asset management and all activities in the cottage. The orientation of the values described by the boarding school administrators is the values instilled by the founders of the cottage, namely openness and sincerity, hoping for the pleasure of Allahu ta'ala.

Model Management of Islamic Boarding School Facilities and Infrastructure for Students of the Global Solar Health Sciences College

The management of facilities and infrastructure at the Surya Global Student Dormitory includes planning, storage, inventory, supervision activities, and eliminating facilities and infrastructure. Planning for educational facilities and infrastructure is compiling a plan for school equipment needs for a certain period and combining the planned needs with funds or

budgets available for Islamic boarding schools. Procurement is the activity of providing facilities and infrastructure to support the realization of the tasks that Islamic Boarding Schools must carry out.

Facilities and infrastructure planning activities carried out in this pesantren prioritize a pattern of prudence and openness. Prudence is closely related to funding or financing issues, even for students. Its prudence can be seen from the planning pattern that includes all cottage components or the leadership element. For this reason, Rohiat explained that the planning and procurement of school infrastructure facilities must be carefully planned so that all procurement is by the needs and proposals of all school components to be taken into account and adjusted to madrasa/school finances. (Rohiat & Pd, 2010)

Part Integration Model at UNITES UMY Student Islamic Boarding School.

The student boarding school program at UNIRES Muhammadiyah University Yogyakarta is not mandatory for UMY students. However, only interested students who pass the admissions test enter the UNIRES student boarding school. According to the caretaker, Ustadz Muhsin, as the head of UNIRES UMY, the name of the pesantren was not attached to UNIRES, Universitas Muhammadiyah Yogyakarta. However, in essence, and substance, it included a student boarding school. The institution, which has the slogan "Moral and Intellectual Totality," emphasizes several graduate targets for students, namely:

- a. Morals or morals: Have Islamic morals
- b. Leadership: Have a leadership spirit
- c. Language (English): Mastering Language

Student activities at this pesantren are minimal at certain hours, namely at maghrib and dawn, so students have free time to concentrate in lectures. Students who enter the pesantren program will also be educated and accustomed to achieving the targets that have been emphasized.

UNIRES Student Islamic Boarding School Curriculum Integration Model, Yogyakarta Muhammadiyah University.

The integration of the student Islamic boarding school curriculum into the curriculum at UNIRES is an indirect curriculum integration because the nature of the UNIRES curriculum is only a supplement for religious subjects taught in lectures. One of the programs provided at student boarding schools is tafhimum Qur'an, namely understanding the verses of the al-Qur'an; through systematic delivery, students will understand the meaning contained in the al-Qur'an so that it has a positive influence on students. About the implementation of the integration of the pesantren curriculum. As the UNIRES caregiver leader, Muhsin revealed that: "The integration of the student boarding school curriculum is only limited to adjusting the curriculum program so that it does not conflict and collide with time and material with the main activities of

students in lectures." So, UNIRES routinely asks for approval for the program's implementation at the Yogyakarta Student University. The program can run well under the direction of UMY and synergize in fostering students.

The pattern of curriculum integration is expected to produce graduates who have noble character and have a leadership spirit emphasizing several programs, namely: (1) Classical, this program is carried out every maghrib and dawn so that it does not interfere with the lecture program, (2) Mentoring, is a deposit made by resident UNIRES to their respective coaches and assistant coaches, (3) Habituation, UNIRES efforts in instilling good habits and shaping student character, (4) Social, Programs carried out outside INIRES with the UNIRES academic community.

Islamic Boarding School Financing Management Model UNIRES Muhammadiyah University Yogyakarta.

Funding is a basic need for any program, including the student boarding school program at UNIRES, University of Muhammadiyah Yogyakarta. Management that is applied in financing problems uses modern management to make it easier for the manager to carry out the management and make it easier for students in financing service problems. Financing at UNIRES student boarding schools does not implement an entire integration system with the University of Muhammadiyah Yogyakarta. UNIRES payments are made separately from financing lecture activities at the University of Muhammadiyah Yogyakarta. Model Manajemen Sarana dan Prasarana Pesantren Mahasiswa UNIRES Universitas Muhammadiyah Yogyakarta.

In achieving the target of maximum education and an easy process, support from facilities and infrastructure is very much needed. If the target set is a high target, the need for facilities and infrastructure will also increase. The management of facilities and infrastructure implemented by the UNIRES student boarding school of the Muhammadiyah University of Yogyakarta is management that is not directly integrated. UNIRES and UMY facilities and infrastructure are not combined, have different management, and are managed by their respective management. However, UNIRES and the University of Muhammadiyah Yogyakarta may use facilities and infrastructure mutually determined procedures.

Table 1. Management Model of Integrated Student Islamic Boarding School in Yogyakarta

Management Model of Integrated Student Islamic Boarding School in Yogyakarta			
Aspect	STITMA	UNIRES	STIKES SURGA
Curriculum	integrated	Partially integrated	Partially integrated
Financing	integrated	Not integrated	integrated
Facilities and infrastructure	integrated	Not integrated	integrated

Conclusion

From the discussion above, this research can be concluded into several things. First, the integration model of universities and Islamic boarding schools in Yogyakarta is not carried out in one model. The management carried out by the Tarbiyah Madani School of Science, the Surya Global Health Sciences School, and the University of Muhammadiyah Yogyakarta is a modern type of management. In implementing the management of the Yogyakarta Student Islamic Boarding School, it is seen that it is to preserve good Islamic traditions and combine them with good modern management. Education Management of integrated student boarding schools in Yogyakarta shows professional and accountable management. M. Khoirudin also stated in his research entitled "Integration of the Islamic Boarding School and Higher Education Curriculum" that the pesantren program in higher education is excellent and can advance educational values, especially because Islamic boarding schools have programs that are already good in education.

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