

## Dormitory management in islamic boarding school educational institutions

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### ABSTRACT

Dormitory management in Islamic boarding schools is crucial for creating a conducive learning environment that supports the educational activities of students. This management process involves structured and systematic planning, organizing, actuating, and controlling. Planning includes setting goals and developing activity programs that support student development. Organizing involves establishing a dormitory organizational structure with clear roles and responsibilities for both administrators and students. Actuating entails effective leadership, motivation, communication, and the formation of solid work teams to implement the dormitory programs. Controlling is conducted through internal and external methods to monitor the performance of administrators and students, ensuring alignment with the values and traditions of the boarding school. Through effective management, the dormitory becomes a safe, comfortable, and educational place, thereby fostering students who are morally upright, disciplined, and ready to face societal challenges.

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## Introduction

Globalization, with all its advancements, has given rise to new innovations in educational institutions known as Islamic boarding schools. These schools are an adaptation of traditional pesantren life but with a more modern approach (Sulastris, 2015). The popularity of Islamic boarding schools today lies in their ability to address parents' concerns about their children gaining religious knowledge in a modern framework. Therefore, the author aims to provide an analysis of several important aspects related to these educational institutions, including the definition of Islamic boarding schools, the concept of management, and dormitory management.

Dormitory management in Islamic boarding schools plays a vital role in supporting the holistic educational goals of creating a generation that excels not only academically but also demonstrates good character and a deep understanding of religion. Islamic boarding schools, or modern pesantren, integrate general education with religious education within a conducive dormitory environment. Therefore, dormitory management in these institutions must effectively oversee various aspects of students' lives in alignment with Islamic values.

Government Regulation No. 55 of 2007 on pesantren education states that the purpose of pesantren education is to instill faith and devotion to Allah SWT, noble character, and pesantren traditions to develop abilities, knowledge, and skills. This aims to produce experts in Islamic religious knowledge and Muslims with the skills to foster Islamic life in society.

In Islamic boarding schools, the dormitory is not merely a place for students to live. It serves as the center of daily activities, encompassing character development, discipline, spirituality, and social interaction. Effective dormitory management in boarding schools must include several key aspects: planning, organizing, directing, and supervising.

The implementation of effective dormitory management in Islamic boarding schools requires solid collaboration between dormitory staff, teachers, parents, and students. Effective communication and active involvement from all parties will create a harmonious, safe, and supportive dormitory environment for the educational process.

Schools that excel in dormitory management tend to produce students who not only achieve academic success but also possess a strong understanding of religion and exemplary character. Therefore, studying dormitory management in Islamic boarding schools is crucial for improving the quality of education and students' lives in an Islamic environment.

## Method

The research method used by the author is Library Research. This approach was chosen because the data or materials needed to complete this article are sourced from data collected from journal articles and other related sources. The author employs Library Research as the research method, sourcing data from journal articles, books, and related literature. This method enables a comprehensive review of existing theories and practices, providing critical insights and supporting the study's analysis of dormitory management in Islamic boarding schools.

## Result and Discussion

### 1. Definition of Islamic Boarding School

Islamic boarding school is an English term consisting of three words: "Islamic," "boarding," and "school." "Islamic" refers to anything related to Islam, including its teachings, culture, and traditions. "Boarding" means residing or staying at a place, and "school" refers to an educational institution. In Indonesian, this term translates to an Islamic-based boarding school. According to Purwanto (2019), an Islamic boarding school is a traditional Islamic educational institution that studies, masters, explores, internalizes, and practices Islamic teachings while emphasizing the significance of religious morals as a daily guide for life. According to a thesis by a student from IAIN Purwokerto, an Islamic boarding school is a school system with dormitories where students live in an Islamic environment, also commonly referred to as a pondok pesantren (Nuratna, 2017).

Islamic boarding schools, or pondok pesantren in Indonesia, have a unique role in shaping students' character and spirituality. These institutions do not only focus on academic learning but also emphasize moral and religious development. The students, known as santri, live in dormitories under the supervision of a kyai (religious leader) and their teachers. This close-knit environment fosters a sense of community, discipline, and a deep commitment to Islamic values, which is integrated into every aspect of their daily lives.

The curriculum in Islamic boarding schools typically combines traditional Islamic studies with modern education. Traditional subjects include tafsir (Qur'anic interpretation), fiqh

(Islamic jurisprudence), hadith (Prophet Muhammad's traditions), and tasawuf (Islamic mysticism). These are often taught in Arabic and based on classical Islamic texts. Alongside these, many pesantren have adapted to include contemporary subjects such as mathematics, sciences, and languages, preparing students for both religious and secular roles in society.

One distinguishing feature of Islamic boarding schools is their strong emphasis on adab (manners) and moral integrity. The learning process extends beyond classrooms to everyday interactions, rituals, and activities. Students are trained to exhibit humility, respect, and discipline, which are seen as fundamental qualities of a devout Muslim. This holistic approach ensures that students grow not only intellectually but also spiritually and socially, equipping them to become exemplary members of their communities.

The significance of Islamic boarding schools extends beyond education; they serve as cultural and religious hubs within their communities. They preserve and propagate Islamic traditions, act as centers of community service, and often play a role in social transformation. In modern times, many pesantren have embraced innovation while retaining their traditional essence, making them resilient institutions that continue to contribute meaningfully to Indonesia's educational and religious landscape.

In Indonesia, Islamic boarding schools are deeply rooted in the country's history and culture. They are believed to have existed since the early spread of Islam in the archipelago, introduced by Muslim scholars and traders. Over centuries, pesantren have evolved to adapt to societal changes while remaining steadfast in their core mission of providing Islamic education. They have become a symbol of resilience, fostering generations of students who play vital roles in various fields, from religious leadership to politics and education.

One of the unique characteristics of pesantren is their independence in governance. Most pesantren operate outside the formal education system, although many have integrated into the national curriculum in recent years. This independence allows them to design their teaching methods and curricula, tailored to their specific educational goals. The kyai, who is the spiritual and administrative leader, holds a central role in managing the pesantren, guiding both students and teachers with wisdom and experience.

The life of santri in Islamic boarding schools is structured and disciplined. A typical day begins with early morning prayers, followed by Qur'anic recitation and other religious studies. Throughout the day, students attend classes, engage in group discussions, and participate in community activities. Evenings are often reserved for reviewing lessons, informal mentoring with peers, and spiritual practices. This structured routine is designed to instill a balance between intellectual, spiritual, and social growth, ensuring that students develop holistically.

Islamic boarding schools also serve as platforms for fostering leadership qualities among students. Many pesantren encourage senior santri to mentor and guide their juniors, creating opportunities for them to practice responsibility and decision-making. Additionally, pesantren often organize extracurricular activities such as sports, arts, and debate clubs to further enhance students' talents and skills. These initiatives not only build confidence but also prepare them to contribute to society as future leaders.

In the modern era, pesantren face challenges in balancing tradition with modernization. While they strive to preserve their identity as centers of Islamic learning, they also recognize the need to equip their students with skills relevant to contemporary life. Many pesantren now incorporate vocational training, technology courses, and foreign language instruction into their programs. This adaptability has helped pesantren maintain their relevance and appeal, ensuring that they remain a cornerstone of education and cultural preservation in Indonesia.

From the definitions above, it can be concluded that an Islamic boarding school is a learning institution that provides accommodation facilities for its students. Its educational design focuses on Islamic teachings and values, aiming to achieve efficient learning and produce high-quality graduates, particularly in the field of religion.

## **2. Management and Islamic Boarding School Management**

Daft (2010; 5) defines management as the attainment of organizational goals in an effective and efficient manner through planning, organizing, leading, and controlling organizational resources. Robbins and Coulter (2012; 8) define management as coordinating and overseeing the work activities of others so that their activities are completed efficiently and effectively.

These two definitions state that management is the process of achieving organizational goals effectively and efficiently through planning, organizing, leading, and controlling organizational resources. Management also involves coordinating and supervising the work activities of others to ensure that their activities are completed efficiently and effectively.

In the concept of educational management, Usman (2011; 12) defines it as a process of planning, organizing, directing, and controlling educational resources to achieve educational goals effectively, efficiently, independently, and accountability. Arikunto and Yuliana (2017; 6) describe it as an activity or series of activities in the form of managing collaborative efforts among a group of people within an educational organization to achieve predetermined educational goals effectively and efficiently.

To achieve educational goals, a collaborative process is required through various activities such as planning, organizing, directing, and controlling all resources and members of the organization or institution. Management functions, including planning, organizing, directing, and controlling, are essential to be implemented and structured with clear direction and purpose. The implementation of these management functions in the management of dormitories at Islamic boarding schools will assist administrators in controlling and optimizing the potential of the boarding school organization.

Thus, the definition of dormitory management is the entire series of management efforts aimed at utilizing the available dormitory resources to achieve the educational goals of the dormitory. These management efforts include activities such as planning, organizing, directing, and supervising.

### **a. Dormitory Planning**

Planning is the act of determining the organization's goals and the means for achieving them (Daft, 2010; 160). Planning involves defining the organization's goals, establishing strategies for achieving those goals, and developing plans to integrate and coordinate work activities (Robbins and Coulter, 2012; 205). Usman (2011; 66) defines planning as activities to be carried out in the future to achieve goals. This definition includes several elements: 1) a set of predetermined activities; 2) a process; 3) desired outcomes; and 4) a focus on the future within a specific timeframe. Planning outlines the actions deemed necessary to achieve the desired results and goals (Herujito, 2006; 84 in Gunawan and Benty, 2017; 44).

From these various definitions, planning can be understood as an organizational process to formulate desired functions and goals by analyzing current conditions, anticipating future conditions, and comparing the two. This comparative analysis helps in formulating objectives that serve as the foundation and direction for dormitory organizations in carrying out educational activities within the dormitory environment. In the context of dormitory

planning, the aim is to establish the objectives of the dormitory or boarding organization and the strategies that will be used to achieve them.

The goal of education in the dormitory is to make it a suitable living space and a conducive learning environment under the guidance of kyai and teachers. To achieve this, various activities are carried out, such as maintaining the security and cleanliness of the dormitory, enforcing students' time discipline, providing advice and guidance, instilling pesantren values, and organizing activities to strengthen the sense of community among dormitory residents.

Each year, the dormitory head holds a meeting to plan activities for the upcoming year. This meeting involves dormitory administrators, room leaders, room supervisors, and several dormitory members. The goals and philosophy of the pesantren serve as a guide in formulating the activity programs. The plan includes daily, monthly, semester, and yearly activities, detailing the time and budget required.

Daily activities do not require funding, as the educational value of assisting younger students is invaluable for administrators in fostering independence and leadership. However, certain activities that require significant funding are financed by the pesantren administrators. Occasionally, students also set aside part of their own money or collect donations from various parties to support the planned activities.

Thus, to improve the educational system in pesantren through dormitories, careful and well-prepared dormitory planning is necessary. This process involves pesantren administrators, dormitory managers, room leaders, and room members. The plan is then reviewed and approved by other administrators, teachers, and the kyai. This collaboration is essential for designing various activities that support students' success in learning and serve as a platform for implementing the values learned in the classroom.

#### b. Dormitory Organization

Several management experts have provided definitions of organizing. Daft (2010) states that organizing is "... the deployment of organizational resources to achieve strategic goals" (Daft, 2010; 244). Robbins and Coulter (2012) define organizing as "... arranging and structuring work to accomplish the organization's goals" (Robbins and Coulter, 2012; 265). Furthermore, Usman explains that organizing involves establishing an organizational structure that aligns with the organization's objectives, available resources, and surrounding environmental conditions (Usman, 2011; 146).

In pesantren, organizing involves both administrators and students. Dormitory administrators hold key positions such as chairman, vice chairman, security supervisor, cleanliness manager, and language activity coordinator. Students also participate as administrators at the room level, taking on roles such as room leaders and other room staff. The room organizational structure is designed based on the needs and preferences of the students to ensure effective management.

The integration between administrators and students in pesantren creates effective collaboration. The room leader not only leads but also actively participates as a dormitory member, ensuring smooth communication and coordination between organizational divisions and members. This synergy helps students live comfortably and orderly without disrupting school activities and learning.

The organizational structure of dormitories in pesantren includes the dormitory supervisor, dormitory head, vice dormitory head, and various divisions such as discipline, security, cleanliness, language, and room leaders. Each division has clear roles, duties, and responsibilities. Formalization within the dormitory's organizational structure includes

written task details to ensure every student understands and performs their duties effectively, such as activities related to discipline, security, cleanliness, and pesantren traditions like Quran recitation and sports.

c. Dormitory Mobilization (*actuating*)

Mobilization in the dormitory is carried out to ensure that the programs that have been planned and organized run effectively. These programs include maintaining security, order, cleanliness, discipline in dormitory activities, language skills, and fostering a sense of community. To implement these programs, mobilization or "actuating" in management terms is required.

Kurniadin and Machali (2012) state that mobilization is the act of initiating, motivating, directing, and influencing workers to complete their tasks in order to achieve organizational goals. Mobilization involves leadership, motivation, communication, guidance, and directives.

In the dormitory, mobilization is carried out by the dormitory supervisor, dormitory head, unit heads, and room leaders. Dormitory administrators are expected to be good leaders and managers. They must be able to set an example, make decisions, communicate effectively, provide motivation, conduct evaluations, and accept feedback.

Motivation is essential. Dormitory administrators must be able to inspire and encourage their fellow administrators and students. They should foster collaboration in managing a safe and comfortable dormitory environment. Broad knowledge and the ability to provide advice are also important in motivating others.

Effective communication is key to mobilizing administrators and students. Dormitory administrators must be able to convey ideas and concepts clearly, either directly through meetings or individual approaches, or indirectly through media such as advice or symbols that align with pesantren values.

The formation team is also very important. A team is a group of people working together to achieve specific goals. A solid team helps the dormitory head in carrying out tasks and speeds up the implementation of activities. Teams can also serve as extensions of the leadership in conveying ideas and concepts, reducing conflicts within the organization.

Building a solid team requires a shared perception and the ability to adapt. Rational and intuitive connections in motivating the team are necessary to ensure effective performance. This is achieved through the socialization of ideas and fulfilling the physiological, safety, affection, esteem, and self-actualization needs of the team members.

d. Dormitory Supervision (*controlling*)

After carrying out the processes of planning, organizing, and mobilization, the final step in the management function is supervision. Robbins and Coulter state, "Controlling is the process of monitoring, comparing, and correcting work performance" (2012; 487). Meanwhile, Daft (2010) defines, "Organizational control is the systematic process through which managers regulate organizational activities to make them consistent with expectations established in plans, targets, and standards of performance" (Daft, 2010; 538). Gunawan and Benty (2017) explain that supervision is the process of establishing performance standards and taking actions that support achieving the desired outcomes in accordance with the predetermined performance standards (2017; 104).

Various definitions indicate that supervision is the process of monitoring, comparing, and improving performance outcomes. This process involves several methods, including: 1) internal and external supervision; 2) direct and indirect supervision; 3) preventive or corrective actions; and 4) formal and informal approaches.

Supervision in the dormitory covers several aspects: 1) Supervision of administrators in carrying out their duties; 2) Supervision of students in participating in educational programs; and 3) Supervision of the overall performance of the dormitory. Administrators must actively engage in dialogue and socialize with both fellow administrators and students.

Supervision in the dormitory is usually based on long-standing traditions and practices, without using formal instruments such as assessment worksheets. These traditions take the form of good behavior by administrators, which is based on teachings or guidance from the kyai or senior students. If any inappropriate behavior occurs, the administrators will promptly address and correct it.

Dormitory administrators serve as instruments of supervision and performance evaluation standards for students. They can immediately take action against students who violate discipline, such as in matters of cleanliness, punctuality for prayers, and other daily activities.

Preventive supervision is carried out through guidance and advice during free time, such as after Asr prayers or before bedtime. The goal is to ensure that students are aware of upcoming activities and to prevent disciplinary violations. Repressive actions are taken after activities have concluded by providing evaluations and suggestions for improvement.

In addition to internal supervision, external supervision is also carried out by school teachers, senior teachers, or other parties directly or indirectly involved with dormitory administrators.

As part of the supervision process, some dormitories provide a mental or behavior report card, which evaluates students on aspects such as cleanliness, discipline, language skills, neatness, and public speaking proficiency. This report is distributed at the end of the semester to the students and their parents.

Routine internal and external supervision makes the dormitory a place of continuous improvement. This helps the pesantren shape students with strong Islamic values, enabling them to return to society as Muslim scholars who contribute to the nation and religion.

## Conclusion

Dormitory management in Islamic boarding school educational institutions is a crucial element in creating a learning environment that supports the holistic development of students. The management process, which includes planning, organizing, mobilization (actuating), and supervision (controlling), must be implemented in a structured and systematic manner to ensure the success of educational goals.

1. Planning; Involves setting goals and designing activity programs that support students' development, ensuring that every activity is oriented toward achieving these goals.
2. Organizing; Includes establishing the dormitory's organizational structure with clear roles and responsibilities for both administrators and students, ensuring smooth operations and an equitable distribution of responsibilities.
3. Mobilization; Requires effective leadership, motivation, good communication, and the formation of solid working teams to successfully implement dormitory programs. This ensures that every dormitory member is motivated and committed to carrying out their duties.
4. Supervision; Conducted through various internal and external methods to monitor the performance of administrators and students, ensuring that every action and activity aligns with the values and traditions of the pesantren. This supervision aims to maintain discipline and the quality of education within the dormitory.

With effective management, the dormitory can become a safe, comfortable, and educational place that ultimately produces students with noble character, discipline, and readiness to face challenges in society. This highlights that effective dormitory management is a key factor in supporting the success of education in Islamic boarding schools.

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