

Pesantren-Based Formal School Learning Management System: A Case Study of Smp Darul Ulum Sumberwringin, Jember (2025–2026)

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Abstract.

This research focuses on the learning management system of formal Islamic boarding schools, by specifically examining how planning, organizing, mobilizing, and controlling learning are carried out at SMP Darul Ulum Sumberwringin, Jember, as an institution that integrates the national curriculum with the Islamic boarding school system in the 2025/2026-2026/2027 Academic Year. The research uses a qualitative approach with a case study design, with data collected through in-depth interviews with ten purposively selected informants, passive participatory observation, and documentation studies of official institutional documents (Education Unit Curriculum, Madrasah Diniyah Subject Schedule, and Student Code of Conduct), which are then analyzed using the interactive model of Miles and Huberman. The results of the study indicate that learning management at SMP Darul Ulum Sumberwringin runs through four interlocking managerial cycles, including integrated learning planning between formal and Islamic curriculum, institutional coordination across Islamic boarding school authority structures and school management, enforcement of rules as an instrument for fostering religious-based discipline, and comprehensive evaluation of learning outcomes encompassing academic and moral dimensions. These findings are read through the POAC (Planning, Organizing, Actuating, Controlling) theoretical framework, which emphasizes that the success of curriculum integration is not solely determined by the completeness of policy documents, but by the quality of interactions between parties who implement the policy. This study has practical implications for managers of other formal Islamic boarding school-based schools in designing similar coordination and development mechanisms, while also having theoretical implications by enriching the literature on Islamic education management through the perspective of students' subjective experiences which have so far been rarely revealed.

Keywords: Learning Management; Islamic Boarding School-Based Formal Schools and POAC Management.

I. INTRODUCTION

The phenomenon of formal education within Islamic boarding schools (pesantren), such as junior high schools (SMP) established under the auspices of Islamic boarding schools (pesantren), is growing rapidly in Indonesia in response to the community's need for education that combines mastery of general knowledge with the strengthening of religious values. These institutions are required to meet two sets of standards simultaneously: the national curriculum and Islamic boarding school standards, often leading to issues related to policy alignment, resource availability, infrastructure readiness, and teaching staff capacity (San Htay & Hadiyanto, 2022). Furthermore, the growth of various Islamic schools that increasingly emphasize their religious identity amidst the currents of modernization has further complicated the governance of learning within Islamic boarding school-based institutions. This tension between these two systems of values and governance makes the management of learning in formal Islamic boarding school-based schools worthy of academic study, particularly at the junior high school level, which serves as a crucial transitional period for students between the world of general education and Islamic boarding school life.

Previous research has examined Islamic boarding school-based education management from various perspectives. A study on the implementation of school-based management in Islamic boarding schools (Asdrayany et al., 2023) highlighted how school management principles are applied in the Islamic boarding school context, while a study on technology-based education management in traditional Islamic boarding schools (Nurjannah & Hidayat, 2023) demonstrated efforts to maintain tradition while adopting management innovations. Research on learning management based on academic subject approaches in Islamic boarding schools (Badrun, 2024) found that Islamic boarding schools generally develop independent educational programs that include formal, non-formal, and informal educational processes that take place throughout the day within a single dormitory environment. These studies generally focus on the macro level of policy,

curriculum, or leadership of Islamic boarding schools, while the operational aspects of daily learning management in formal schools at the junior high school level within Islamic boarding schools, particularly the managerial processes that connect Islamic boarding school structures with formal school structures, have rarely been explored in depth through single, contextual case studies as needed to fully understand field practices.

This research offers novelty by focusing on the learning management system in formal Islamic boarding schools at the junior high school level, a unit of analysis that has received less attention than studies on Islamic boarding schools in general or at the senior high school level. The integration of the national curriculum and the Islamic boarding school curriculum has often been understood only as a combination of general and religious subjects, while the management process itself has not been widely explored empirically, so a contextual case study of a single institution is relevant to fill this gap. This research's novelty also lies in its current timeframe, namely the 2025-2026 academic year, thus presenting a portrait of the latest learning management that reflects the dynamics of Islamic boarding schools. The latest national curriculum policy. Unlike previous studies that tended to emphasize the curriculum or kiai leadership separately, this study integrates both within a comprehensive learning management system framework, encompassing the planning, implementation, and evaluation of learning at Darul Ulum Junior High School, Sumberwringin, Jember.

Based on the description above, this study aims to analyze the learning management system implemented at Darul Ulum Junior High School in Sumberwringin, Jember, as a formal school operating under the auspices of an Islamic boarding school (pesantren). Previous studies on curriculum management in Islamic educational institutions (Reyhan Fachrizal & Syarifudin, 2023) emphasized the importance of collaborative planning between teachers and administrators to maintain curriculum alignment, as well as how local cultural and religious values influence the integration of the pesantren-based curriculum, findings that serve as an important foundation for the direction of this research. Specifically, this study seeks to answer the question: how are learning planning, implementation, and evaluation managed so that the two formal academic and pesantren-based value systems can run synergistically at Darul Ulum Junior High School? The urgency of this research lies in the need for a clear and replicable learning management model in formal Islamic boarding school-based educational institutions. The results are expected to provide practical contributions for school administrators as well as theoretical contributions to the development of Islamic education management studies.

Based on theoretical studies and previous research findings, it is suspected that the effectiveness of learning management in formal Islamic boarding schools depends heavily on the extent to which the Islamic boarding school authority structure (kiai and ustadz) is synergized with the formal school managerial structure (principal and teachers). Responsive learning practices to student needs in the Islamic boarding school context are not only an academic requirement but also a practical response to students' dual responsibilities in formal education and religious learning, as demonstrated in studies on adaptive learning in Islamic boarding schools. The demands of the times also encourage Islamic boarding schools to adapt to social change through responsive educational strategies in the digital era (Kholifah, 2022; Kholili, 2021). This preliminary assumption will be tested through field data analysis at Darul Ulum Junior High School in Sumberwringin, with the assumption that successful learning management is determined by cross-structural coordination, clear division of roles between Islamic boarding school elements and the school, and consistent implementation of dual schedules and curricula between formal academic activities and Islamic boarding school activities.

II. METHODS

This research uses a qualitative research type with a case study approach. This choice is based on the characteristics of the research focus that seeks to understand in depth how the learning management process in formal Islamic boarding schools takes place within a unique social, cultural, and institutional context, rather than simply measuring the relationship between variables numerically. The case study approach was chosen because this research focuses on a limited unit of analysis (bounded system), namely SMP Darul

Ulum Sumberwringin, with a clear time limit, namely the 2025-2026 academic year. This allows researchers to intensively dig up data from various sources to answer the question of "how" the learning management system works in the field, something that is difficult to achieve with quantitative approaches such as surveys that emphasize statistical generalization and measurement of predetermined variables. Compared to other qualitative approaches such as phenomenology which emphasizes individual subjective experiences, or ethnography which demands long-term involvement in a culture, or grounded theory which is oriented towards forming new theories from data, case studies are considered the most appropriate because the purpose of this research is not to build new theories or explore personal experiences alone, but rather to portray holistically and contextually how a learning management system including planning, implementation, and evaluation works in a formal Islamic boarding school-based educational institution that has a unique dual structure (school structure and Islamic boarding school structure). Thus, this approach provides space for researchers to collect data from various sources and perspectives in a triangulation manner, so that the resulting findings are richer, deeper, and contextual compared to other research approaches that simplify reality into standard numbers or categories.

This research was conducted at Darul Ulum Junior High School, located in Sumberwringin District, Jember Regency, with the consideration that the institution is a formal school that actively organizes learning under the auspices of an Islamic boarding school, making it representative for uncovering the phenomenon of integration of formal and Islamic boarding school learning management systems, which is the focus of this study. The data collection techniques used include three complementary methods, namely participatory observation to directly observe daily learning management practices (including interactions between teachers, students, and Islamic boarding school caretakers in teaching and learning activities), semi-structured in-depth interviews to directly explore the perceptions, policies, and experiences of informants, and documentation studies of institutional documents such as curriculum, lesson schedules, lesson plans, and archives of school and Islamic boarding school activities. Research informants were determined using a purposive sampling technique, namely the deliberate selection of informants based on criteria of relevance and depth. information that can be provided regarding learning management, and if necessary, strengthened with snowball sampling techniques to reach additional informants recommended by the initial informant. This study involved ten informants representing elements of formal school management and elements of Islamic boarding schools, with the consideration that this number had reached the point of data saturation in qualitative research on a single case study scale, namely the point when additional informants no longer produce significant new information. Details of informant codes are presented in the following table to maintain consistency of mention while protecting the confidentiality of informant identities during the data analysis and reporting process.

Table 1 Informant Data

No	Code	Title/Position	Element	cus of the Information Excavated
1	KS-01	Principal of Darul Ulum Middle School	Formal School	General policies and learning management structure
2	WK-01	Deputy Principal for Curriculum	Formal School	Curriculum planning and development
3	PP-01	Caregiver/RepresentativeIslamic Boarding School (Senior Kyai/Ustadz)	Islamic boarding school	Synergy of Islamic boarding school and formal school policies
4	G-01	General Subject Teacher	Formal School	Implementationclassroom learning
5	G-02	General Subject Teacher	Formal School	Implementation and evaluation of learning
6	U-01	Ustadz/Diniyah/Islamic boarding school teacher	Islamic boarding school	Coordination of Islamic boarding school schedules and

				activities
7	TU-01	School Administration Staff	Formal School	Learning documentation and administration
8	WS-01	Student Guardians/Parents of Students	External	Perception of learning management results
9	S-01	Abdul Malik	Students	Experience undergoing formal learning and Islamic boarding school
10	S-02	Siti Maisyaroh	Students	Experience undergoing formal learning and Islamic boarding school

The data obtained were analyzed using the Miles and Huberman interactive analysis model, which consists of four stages that occur cyclically and continuously throughout the research process, namely data collection, data reduction, data display, and conclusion drawing/verification. In the data collection stage, the researcher collected all raw data from observations, interviews, and documentation simultaneously in the field. Next, in the data reduction stage, the researcher sorted, simplified, and focused data relevant to the research problem formulation, while simultaneously removing irrelevant data so that the analysis was more focused on the planning, implementation, and evaluation aspects of learning management. The data presentation stage was carried out by organizing the reduced data into descriptive narrative forms, matrices, or thematic category tables, so that the pattern of relationships between elements of learning management, for example the relationship between the authority structure of Islamic boarding schools and the managerial structure of formal schools, could be seen systematically and made it easier for researchers to see the overall picture before drawing conclusions. The final stage, namely drawing conclusions and verification, is carried out in stages from the beginning of data collection, where temporary conclusions are continuously re-tested (verified) through triangulation of data sources between the results of interviews, observations, and documentation, so that the final conclusions produced are truly valid, credible, and represent the reality of learning management at SMP Darul Ulum Sumberwringin as a whole. These four stages do not run linearly, but interact with each other and can return to the previous stage if new data is found that requires reduction or re-presentation, in accordance with the interactive nature of the Miles and Huberman analysis model which emphasizes the analysis process as a continuous cycle until the data reaches saturation point and the conclusions are solid.

III. RESULT AND DISCUSSION RESULT

The findings of this study are presented in four thematic subsections that directly address the research focus on learning management systems in formal Islamic boarding schools: integrated learning planning, enforcement of discipline as an instrument for managing learning behavior, institutional coordination between formal school elements and Islamic boarding school elements, and learning outcomes and evaluation. Each subsection combines three data sources: documents, institutional official documents, passive participant observation results in the field, and direct quotes from ten research informants as summarized in the following table.

Table 2 Summary of Research Results

Code	Name / Position	Element	Topic Focus
KS-01	Ahmad Zaini, S.Pd. (Headmaster)	Formal School	Integration policy curriculum & institutional governance
WK-01	Mohammad Ridwan Nawawi, SH (Deputy Curriculum)	Formal School	Preparation of KSP 2026/2027 & local content (BTQ, B. Madura)

PP-01	Senior Islamic Boarding School Caretaker/Kyai	Islamic boarding school	Authority of Islamic boarding school values, manners, and worship discipline
G-01	Siti Nur Latifah, S.Pd. (Science Teacher)	School Formal	Science Learning contextual & science achievement
G-02	Alivia Rosita Wahyuni, S.Pd. (Indonesian Language Teacher)	Formal School	Diagnostic, formative, summative & remedial assessments
U-01	Inayatus Sholehah/Iklidus Sa'adah (Diniyah Ustadzah)	Islamic boarding school	Synergy of Islamic teaching & BK handling
TU-01	Muhammad Jaelani (Head/Administration Staff)	Formal School	Administrative documentation, permits, & student data
WS-01	Student Guardians/Parents Student	External	Public perception & general-religious balance
S-01	Abdul Malik	Students	Daily learning experiences, discipline, cell phone restrictions
S-02	Siti Maisyaroh	Students	5S culture, extracurricular, Beautiful Names of Allah

1. Integrated Learning Planning between Formal Curriculum and Diniyah Curriculum

The Darul Ulum Sumberwringin Junior High School Education Unit (KSP) Curriculum for the 2026/2027 Academic Year positions this institution as a private formal education unit under the auspices of the Darul Ulum Foundation that integrates Islamic boarding school values into the entire educational process, with a total of 509 students in nine study groups. This integrated learning plan is structurally reflected in the Madrasah Diniyah Subject Schedule which runs parallel to the formal schedule, covering Tahfiz, Fiqh, Tawhid, Tajwid, Akhlaq, and Nahwu.

The Principal emphasized that the integration of the two value systems is the main principle held in managing learning:

"The main principle of learning management at Darul Ulum Middle School is to maintain the integration between national curriculum standards and the values of the Raudlatul Ulum Islamic boarding school. We ensure that all students receive their full right to formal education from 8:00 a.m. WIS until the end of the congregational Dzuhur prayer, without compromising in the slightest the quality of character education based on the Quran and religious studies. The authority structure of the kiai and the foundation's guardians serves as a moral bulwark and determines the direction of policy, while we in the formal school management realm focus on fulfilling academic qualifications, completing KSP administration, and achieving government curriculum targets."

(KS-01, Principal, interview)

This statement demonstrates a clear yet complementary division of roles between the Islamic boarding school authorities, who serve as guardians of values, and the formal school managerial structure, which acts as the technical implementer of the government curriculum. This division of roles provides a crucial foundation that allows two educational systems with different working logics to operate simultaneously without negating each other.

The Deputy Head of Curriculum reinforced this picture from the technical side of curriculum planning: *"In preparing the Education Unit Curriculum (KSP) for the 2026/2027 Academic Year, we synergized the latest Ministry of Education and Culture regulations, such as Permendikdasmen No. 12 of 2025 concerning Content Standards, with local content specific to Islamic boarding schools and regions, such as Reading and Writing the Qur'an (BTQ) and Madurese. Our biggest challenge was mapping out study hours so that the academic activities of the 9 study groups with a total of 509 students were aligned with the schedules of the students' Quran recitation at the Islamic boarding school. We made our planning adaptively so that deep learning and strengthening of literacy-numeracy competencies were still achieved optimally."* (WK-01, Deputy Head of Curriculum, interview)

This quote reveals that integrated learning planning is not simply a combination of two subject lists, but rather a deliberate and repeated time-mapping process each academic year, with local religious and regional content serving as the official bridge between national regulations and the institution's unique characteristics.

The terms "deep learning" and "strengthening literacy-numeracy" mentioned by the informant also indicate that this planning remains oriented towards achieving national competencies, not merely an administrative formality. From the perspective of the Islamic boarding school authority, the boarding school supervisor emphasized the complementary nature of the two institutional elements:

"The Islamic boarding school and formal school at Darul Ulum Middle School are like two sides of the same coin, inseparable. The presence of formal school actually strengthens the moral foundation of the students in the digital age."

(PP-01, Islamic Boarding School Supervisor)

The metaphor of "two sides of the coin" used by informants shows that from the perspective of Islamic boarding school authorities, formal schools are not perceived as a threat to religious traditions, but rather as an instrument that strengthens the moral resilience of students amidst the challenges of the digital era, an internal legitimacy that is important for the sustainability of this integrated learning management system.

The results of passive participant observation reinforce the verbal descriptions of the three informants above. Field notes from 7:45–8:15 a.m. WIB (Western Indonesian Time) recorded that students welcomed the teacher's arrival at the school gate by implementing the 5S culture, followed by the simultaneous recitation of the Asmaul Husana and a prayer from nine study groups through the central loudspeaker before 9:00 a.m.



Fig. 1. Recitation of Asmaul Husana and Prayer Together

08.00 WIS. Observations at 09.00–11.30 WIB in grades VII and VIII also recorded the active involvement of students in science learning that was directly linked to phenomena in the Islamic boarding school environment, as well as regular use of computer laboratories under teacher guidance, with a high level of discipline without the distraction of personal gadget use. The very high agreement between the results of this observation and the statements of KS-01, WK-01, and G-01 in the observation matrix indicates that the integrated learning planning presented verbally by the informants is truly manifested in daily practice in the field, not just policy discourse on paper.



Fig. 2. Teaching and Learning Activities

2. Enforcement of Rules as an Instrument for Managing Learning Behavior and Discipline

The Student Code of Conduct and Etiquette Document at Darul Ulum Sumberwringin Middle School requires attendance, including attendance at congregational prayers, of at least 95 percent of effective days

per semester as a condition for class promotion, with tiered sanctions as summarized in the following table.

Table 3 Witnesses of Darul Ulum Middle School Students

Stage	Form of Sanction	Violation Category
1	Verbal warnings and direct action	Minor (e.g. truancy, wandering around during class)
2	Written warning (maximum 3 times)	Light recurring/initial coaching
3	Calling parents/guardians	Joint coaching after stages 1-2
4	<i>Suspension</i> (cannot attend lessons)	Heavy
5	Returned to parents/guardians	It was very difficult, through a meeting of the teachers' council with the foundation

The Islamic boarding school supervisor explained that all school rules and regulations basically originate from the Islamic boarding school's policies:

"The Islamic boarding school's policies underpin all school regulations, from the obligation to pray in congregation with a minimum attendance target of 95%, to the habit of reciting the Asmaul Husana (Asmaul Husana), studying the yellow texts, to the rules of neat hair and Islamic dress. This synergy ensures that students not only master science and general knowledge, but also maintain humility, good manners toward teachers, and noble character."

(PP-01, Islamic Boarding School Supervisor, interview)

This statement emphasizes that the formal school regulations at Darul Ulum Middle School are not a stand-alone product of school policy, but rather a direct derivative of the Islamic boarding school's authority, which was then formalized into a student code of conduct document. In other words, the line between "school rules" and "boarding school rules" is intentionally blurred, as both are designed as a single value system.

From a student's perspective, a male student recounted his experience of undergoing this discipline:

"Our daily schedule is indeed very busy from morning to night, starting from formal school at 8:00 a.m. WIB, studying in class, congregational Dzuhur prayers, to Quran recitation and scouting activities on Saturdays and Sundays. But we enjoy the process because we do it together with friends from various regions. Rules at school and boarding school, such as the prohibition on bringing cell phones for non-essential purposes and the rule of having neat haircuts, make us more focused on studying and disciplined."

(S-01, Class VII-IX Student, interview)

This quote is important because it shows that the tight schedule and strict rules, which theoretically have the potential to be a source of psychological stress for students, are actually interpreted positively by informants as factors that help focus on learning. The word "enjoy" and the emphasis on the aspect of togetherness with friends from various regions indicate that social-emotional factors play a role in making this strict disciplinary system psychologically acceptable to students, rather than simply being obeyed due to pressure from authority.

From the administrative side, the General Administration staff explained the mechanism for documenting the implementation of regulations:

"All administrative learning documents, personnel data for 28 educators, data summaries for 509 students, and the implementation of disciplinary rules are neatly documented in the TU office. We also record and verify permission letters from the Islamic boarding school office/block administrators if any students are forced to be absent from school or have permission to leave the school grounds."

(TU-01, Administrative Staff, interview)

This statement shows that the enforcement of discipline at Darul Ulum Middle School is supported by an administrative system that bridges the formal school authority and the authority of the Islamic boarding school block administrators through a multi-layered permission letter verification mechanism, so that every student's absence is recorded and can be accounted for from both institutional sides at once.

Field observations at 11:45-1:00 PM WIB confirmed the three quotes above: all students from grades VII to IX together with the board of teachers moved towards the mosque in the Islamic boarding school

complex when the prayer bell rang, with the process of ablution and the arrangement of prayer rows taking place orderly under the direct supervision of the board of teachers and Islamic boarding school administrators, as well as a recapitulation of prayer attendance recorded by the on-duty officers. Observations at the TU office also noted that students who had permission brought travel permits.

signed by the Boarding School Block Administrator which was then verified directly by the TU staff (Muhammad Jaelani), and not a single student was found to bring or use a cell phone in the classroom except for IT-based learning instructions. The consistency between these field notes and the PP-01, S-01, and TU-01 quotes confirms that the enforcement of discipline at SMP Darul Ulum Sumberwringin is carried out not only as a written rule, but as a practice that is truly carried out consistently in daily routines.

3. Institutional Coordination through Routine Meetings of the Madrasah Diniyah Teachers and Teachers Council

Documentation of school activities records the existence of a "Monthly Routine Meeting of the Darul Ulum Middle School Teachers' Council and Madrasah Diniyah Teachers" as a periodic coordination forum that brings together the formal school managerial structure with the Islamic boarding school authority structure in the same forum.

The Islamic religious teacher explained the function of the forum directly:

"Coordination between Islamic boarding school madrasah diniyah teachers and the formal school's teacher council is carried out periodically through routine monthly meetings. We unify perceptions so that the pesantren's activity schedule does not conflict with the school's extracurricular activities. If any students violate the order of worship or diniyah activities at the pondok, the block and pesantren administrators will coordinate directly with the school's Guidance and Counseling Department to provide action and educational guidance."

(U-01, Ustadzah Diniyah, interview)

This quote confirms that the monthly routine meeting forum serves two purposes: a preventive function through unifying schedules to avoid conflicting agendas, and a curative function through cross-referencing for violations between the Islamic boarding school block administrators and the school's Guidance and Counseling Department. Thus, institutional coordination at Darul Ulum Middle School extends beyond planning to handling individual student cases.

The Principal added an explanation regarding the division of authority domains that underlie this coordination:

"The authority structure of the kiai and foundation administrators serves as a moral bulwark and determines policy direction, while we, in the formal school management realm, focus on fulfilling academic qualifications, completing KSP administration, and achieving government curriculum targets."

(KS-01, Principal, interview)

This clear yet coordinated division of authority domains explains why a regular monthly meeting forum is a structural necessity, not an option: because the two authority structures are deliberately separated in their functions, the regular coordination forum becomes the only official meeting point that ensures that policies from two different areas of authority remain synchronized in their implementation in the field.

From the documentation side, the Administration staff explained the administrative role in bridging this coordination:

"We also record and verify permission letters from Islamic boarding school office/block administrators if a student is forced to be absent from school or needs permission to leave the school grounds. This completeness of the administration is crucial to support transparency and ensure the school's accreditation." (TU-01, Administrative Staff, interview)

Cross-verification between the letter from the Islamic boarding school block administrator and the school's official records is concrete evidence that institutional coordination at Darul Ulum Sumberwringin Middle School does not only take place in meeting forums, but is also institutionalized in daily administrative procedures, which ultimately supports the institution's accountability before school supervisors and the accreditation process.

Field observations on the coordination aspect noted that recording student absences was integrated

between the school duty teacher and the boarding school administrator, and handling of disciplinary violations was carried out collaboratively between the guidance and counseling teacher and the ustadz in charge, a pattern that directly reaffirmed what was conveyed by U-01 and TU-01 regarding the cross-referral mechanism for handling student cases. The high level of agreement between the findings of documentation, observations, and interviews on this aspect shows that institutional coordination is not merely managerial rhetoric, but rather an operational practice that runs in the daily management of learning.



Fig. 3 Documentation of Monthly Routine Meetings

4. Learning Outcomes and Evaluation: Graduate Profile and Student Achievements

The KSP of Darul Ulum Sumberwringin Middle School aims to achieve a graduate profile that excels academically, possesses noble character, is disciplined, and is independent. This policy direction is evidently followed up concretely through the learning outcomes and evaluation process outlined by the following informant.

The science teacher explained the contextual learning approach he implemented along with its concrete results:

"We directly connect science learning in our classrooms to phenomena within the Islamic boarding school environment and Islamic principles to make the material more meaningful and contextual. Although students come from diverse academic backgrounds, the religious culture and discipline of the Islamic boarding school significantly contribute to creating a conducive classroom atmosphere. Intensive coaching has also proven to be effective in leading students to second place in the Jember Regency Science Olympiad in 2026."
(G-01, Science Teacher, interview)



Fig. 4. Student Achievements Winning 2nd Place in Science Olympiad

This statement shows that competitive academic achievements such as science olympiad achievements are not achieved separately from Islamic boarding school values, but are instead supported by the religious culture and discipline of Islamic boarding schools which create a conducive learning climate, a finding that refutes the assumption that strengthening the religious side has the potential to sacrifice academic achievements in science.

The Indonesian language subject teacher explains the learning evaluation mechanism applied:

"In the process of implementing and evaluating learning, we use a variety of diagnostic, formative, and summative assessments to comprehensively measure student competency achievement. The challenges of diverse learning styles and regional backgrounds..."

We facilitate our students through collaborative group work methods and digital-based media in the computer lab. For students who haven't reached the KKM (competency criteria), we provide remedial classes, while those who grasp quickly are provided with enrichment programs.

(G-02, Indonesian Language Teacher, interview)

This quote shows that the learning evaluation system at Darul Ulum Middle School has adopted the tiered assessment framework that is common in the latest national curriculum policy, while also being adapted to the diversity of regional backgrounds of students that is characteristic of boarding schools, through differentiation strategies in the form of remedial and enrichment.

From an external perspective, a student guardian expressed his perception of the results of the learning management:

"We enrolled our child at Darul Ulum Junior High School in Sumberwringin because we wanted a balance between general education and a strong religious foundation. We are very grateful and calm to see our child's development, not only understanding his schoolwork but also becoming more independent, diligent in congregational prayer, civilized, and accustomed to reading the Quran and other religious books under the guidance of the teachers and religious teachers at the Islamic boarding school."

(WS-01, Student Guardian, interview)

This parental perception is an important indicator of the success of learning management from the perspective of direct beneficiaries outside the school's institutional structure, who assess success not only from academic grades, but also from the development of independence and the quality of children's worship in line with the orientation of the Graduate Profile stated in the KSP.

A female student also shared her experience in achieving learning outcomes:

"We feel safe and comfortable studying at Darul Ulum Middle School because the school environment maintains the 5S culture and implements the Safe and Comfortable School Culture Regulations. In class, the teachers teach in a fun and easy-to-understand manner. Extracurricular activities and religious practices such as reciting the Asmaul Husana and Yasinan make us even more enthusiastic about achieving success in both religious and academic fields."

(S-02, Class VII-IX Student, interview)



Fig. 5: Student Achievements Winning 1st Place in the District Level MTQ

This quote confirms that a safe and comfortable psychological climate, which is formed through the 5S culture and religious habits, is perceived by the students themselves as a driving factor for achievement motivation, both in the academic and religious domains, showing the relationship between school climate management and learning outcomes from the perspective of subjects who experience it directly.

The results of observations on the aspects of facilities and environmental atmosphere also strengthen the series of quotes above: researchers noted a clean and beautiful school environment, the presence of a banner of Safe and Comfortable School Culture Regulations, as well as certificates and trophies for the 2026 Jember Regency Science Olympiad 2026 displayed in the trophy/administration room as physical evidence of the achievements mentioned by G-01. The conformity of the findings in this aspect with the statements of G-01, S-02, and TU-01 in the observation matrix confirms that the achievements of students at SMP Darul Ulum Sumberwringin are not only verbal narratives of informants, but are supported by physical documentary evidence that can be verified directly in the field.

5. Summary of Triangulation of Findings

To conclude the findings section, the following table summarizes the triangulation between institutional documents, field observation results, and interview quotes on each main aspect of learning management examined in this study.

Table 4 Summary of Triangulation Findings

Aspects of Findings	Supporting documents	Observation Results	Interview Results
Learning planning integrated	KSP; Diniyah Schedule	Orderly KBM 08.00 WIS-Dzuhur; local content BTQ & B. Madura regularly scheduled	KS-01; WK-01; PP-01
Enforcement of rules and discipline	Student Code of Conduct	Neat hair; no cell phones in class; verified permission letter at TU	PP-01; S-01; TU-01
Aspects of Findings	Supporting documents	Observation Results	Interview Results
Coordination of schools and boarding schools	DocumentationR outline Meeting Monthly	Integrated absence recording for on-duty teachers and administrators cottage	U-01; KS-01; TU-01
Learning outcomes and evaluation	Documentation Achievements; KSP Graduate Profile	The 2026 District Science Olympiad 2nd Place Certificate/Trophy is on display	G-01; G-02; WS-01; S-02

The consistency of the findings in the four aspects above, which were consistently confirmed as "Highly Appropriate" between documents, observations, and interviews as stated in the observation results matrix, provides methodological confidence that the learning management system at SMP Darul Ulum Sumberwringin as described in this section is a credible representation of real practices in the field, not just an image of formal policies alone.

IV. DISCUSSION

The findings regarding integrated learning planning, as expressed by KS-01 and WK-01 through the synergy of Permendikdasmen No. 12 of 2025 with local content of BTQ and Madurese Language, are in line with the results of a study on academic subject-based learning management in Islamic boarding schools, which found that Islamic boarding schools generally develop independent educational programs that include formal, non-formal, and informal educational processes side by side in one dormitory environment (Badrin, 2024). The field findings in this study enrich this picture with concrete evidence in the form of explicit time-mapping mentioned as the biggest challenge by informants, while also confirming that institutions required to meet two sets of standards at once, the national curriculum standards and Islamic boarding school standards do indeed face issues of policy alignment and time allocation as identified in the literature on dual curriculum schools (San Htay & Hadiyanto, 2022).

Interestingly, S-01's subjective experience of "enjoying" the busy daily schedule between formal school and Islamic boarding school activities productively contrasts with research findings on the challenges faced by new students in dealing with the differences in school and Islamic boarding school schedules, which found that the mismatch in rhythm between the two systems generally creates adaptation pressure, especially in the early years of entering Islamic boarding school (Hariri et al., 2024). The difference in tone between the field findings, which tend to be positive, and the literature findings that highlight this adaptation pressure can

be explained by the socio-emotional support factor directly mentioned by the informant, namely togetherness with friends from various regions, which appears to function as a psychological buffer against the burden of a busy schedule. This finding opens up space for further discussion.

further study on the role of social capital between students in moderating the psychological impact of the dual learning system.

Regarding the enforcement of discipline, PP-01's statement that all school rules originate from Islamic boarding school policies, combined with tiered sanctions nuanced with religious guidance, aligns with studies on strengthening the disciplined character and responsibility of students through the Islamic boarding school management system, which emphasizes the strategic role of Islamic boarding schools in shaping the disciplined character of students through a structured guidance system (Hanafiah, Mawati, & Arifudin, 2022). However, the finding that students interpret these strict rules positively as a means to "focus more on learning and discipline" adds nuance to the literature: the effectiveness of a religious-based disciplinary approach seems to depend not solely on the firmness of rule enforcement, but also on the extent to which students internalize these rules as part of their personal identity and goals, rather than merely as external controls.

The findings regarding the regular monthly meeting forum between the teachers' council and diniyah teachers, as explained by U-01 and confirmed through observations of integrated absence recording, provide empirical confirmation of the argument in the study of the implementation of school-based management in Islamic boarding schools, which emphasizes that the application of school-based management principles in the context of Islamic boarding schools requires an institutionalized cross-structural coordination mechanism (Asdrayany, Ahmad, Zohriah, & Bachtiar, 2023). The forum's dual function, namely preventive in aligning schedules and curative in cross-referencing violation handling, is also relevant to the study of Islamic boarding school educational institutional management which highlights the importance of participatory governance across units as a prerequisite for the sustainability of integrated education programs (Reyhan Fachrizal & Syarifudin, 2023). Evidence that this coordination is also institutionalized in the administrative procedures for verifying permits, as explained by TU-01, strengthens the argument that institutional coordination at SMP Darul Ulum Sumberwringin is systemic, not merely an informal interpersonal practice.

In terms of learning outcomes and evaluation, G-01's finding that religious culture and Islamic boarding school discipline support, rather than hinder, competitive science achievement is a finding that enriches the study of Islamic boarding school-based management models that combine the strength of Islamic values and traditions with modern educational management principles and emphasize character building and the development of students' soft skills. The adoption of the diagnostic-formative-summative assessment framework presented by G-02 also reflects a shift in Islamic boarding school evaluation management towards a more standardized and data-based approach, in line with findings regarding the use of technology in traditional Islamic boarding school education management, which show that Islamic boarding schools that successfully maintain tradition while adopting management innovations tend to have a more comprehensive and well-documented achievement evaluation system (Nurjannah & Hidayat, 2023). WS-01's positive perception as a student guardian also confirms that the success of this system is also socially accepted by external stakeholders, a dimension of legitimacy that is rarely explicitly revealed in studies of Islamic boarding school management that focus more on the internal perspective of the institution.

Overall, the findings of this study strengthen and enrich the argument in the literature that the main challenge in managing learning in formal Islamic boarding schools does not lie in the absence of structure or policy, as clearly illustrated by the completeness of the KSP documents, diniyah schedules, and rules of conduct owned by SMP Darul Ulum Sumberwringin, but rather in the quality of human interactions that bring these documents to life in daily practice, as illustrated by the willingness of all informants from the principal to students to interpret this dual learning system positively. In line with studies on the challenges of Islamic boarding schools in the era of society 5.0 (Kholili, 2021) and Islamic boarding school strategies in responding to social challenges in the digital era (Kholifah, 2022), the sustainability of this kind of learning management system in the future will depend heavily on the capacity of SMP Darul Ulum Sumberwringin to continue adapting to the dynamics of national curriculum policies and the demands of the digital age, without

relinquishing the value base and authority of Islamic boarding schools which have been proven, from the results of this study, to be the main foundation for the success of learning management in the institution.

V. CONCLUSION

This research shows that the success of learning management in formal Islamic boarding school-based schools, as practiced at Darul Ulum Junior High School in Sumberwringin, rests on a fundamental principle: a clear division of authority between the Islamic boarding school structure and the formal school managerial structure is a prerequisite for harmonious integration, not a source of conflict as is often assumed in the discourse of dualism in Islamic education. The finding that curriculum planning, enforcement of rules, institutional coordination, and achievement all proceed through a mechanism of mutual reference between the authority of the kiai and the authority of the school principal teaches the important lesson that integration does not mean the fusion of two systems into a single face, but rather the synergy of two faces that remain different but move towards the same goal. Theoretically, this finding strengthens and adds nuance to the literature on Islamic boarding school-based education management by showing that strict discipline and a busy schedule, rather than being a burden tolerated by students, can be positively internalized when supported by a supportive socio-emotional climate, a practical lesson for managers of boarding school institutions that the success of a system cannot be measured solely by the completeness of policy documents. but to what extent the policy is interpreted meaningfully by each party implementing it, from the principal to the students themselves.

The main strength of this study lies in the use of triangulation of three data sources simultaneously: official institutional documents, passive participant observation, and in-depth interviews with ten informants across various elements. This resulted in a picture of learning management that is not only based on normative policy claims but also verified through actual practices in the field—a methodological contribution that enriches studies of Islamic boarding school education management, which have tended to focus on document analysis or single interviews without cross-verification. This study also introduces a perspective that has been relatively unexplored in previous literature: how students' subjective experiences in interpreting the tight schedule and strict rules can differ from common assumptions about the psychological burden of the dual learning system, thus opening up new discourse on the role of social capital among students as a psychological buffer. However, this study has limitations that need to be honestly acknowledged, namely its limited scope to a single institution in one district, the use of descriptive qualitative methods that are not designed to measure causal relationships statistically, and the absence of comparative analysis based on variations in gender, age, or length of study of students that could potentially influence how they interpret the dual learning system. Therefore, further research is needed to expand the scope to several formal Islamic boarding school-based schools with different characteristics, using a mixed methods approach that combines a wider-scale survey with in-depth interviews, and explicitly considers the gender and age variables of students, so that the results obtained can become a more comprehensive basis for the formulation of more effective and targeted Islamic boarding school learning management policies in the future.

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