The boarding Madrasah Aliyah Religious Program curriculum management by building religious character

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Article Info

ABSTRACT

Reinforcement of the boarding school in building religious character is really needed to produce graduates with good religious character. This qualitative study aimed at explaining the planning, organizing, staffing, briefing, coordinating, reporting, budgeting, and supervising on management of boarding MAPK curriculum in building religious character of MAN 4 Banjar students. The subjects were: 1) the Head of the Madrasah Education Department at the Banjar Regency Religious Affairs Office; 2) the Principal of MAN 4 Banjar; 3) the Vice Principal on Religious Affairs of MAN 4 Banjar; 4) MAN 4 Banjar Boarding Supervisors; and 5) MAN 4 Banjar Students. Data were gathered by interviews, observations, interviews, and surveys. This study's analytical approach included data gathering analysis, data reduction and classification, data presentation, and drawing conclusions. The results that the management of the MAPK curriculum has been carried out by involving various parties, and is guided by the Ministerial Regulation of Religious Affairs, but still has not had an impact on the religious character of students, it needs efforts to overcome constraints faced by management o by structuring the curriculum specifically applied to boarding activities. This article provides an overview how to build religious character in boarding school. This article contributes to all principals where they would apply boarding school system attributed with the building religious character.

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Introduction

Education plays a veryimportant role to guarantee the state and nation, because education is a means to improve and develop the quality of human resources as well as a determining factor for development success (Yanzi, 2019). The success of a nation is largely determined by its success in improving and renewing the education sector (Saputro & Murdiono, 2020; Samsudin et al., 2021). A nation with good human resources will be able to compete so as to accelerate the progress and development of the nation (Marini, 2018; Yusuf, 2022).

Building national character takes a long time and must be performed continuously and sustainably (Fatimah, 2019). The character inherent in the nation these days does not just happen suddenly, but has gone through a long process (Satria & Shahbana, 2020;Hermita et al., 2021). The portraits of violence, brutality, and dishonesty displayed by both print and electronic media have gone through a long process (Hayati et al., 2020). This culture does not only occur in low educated people, but also highly educated people, such as students and university students, even the nation's elite (Sdn et al., 2018).

Therefore, efforts to utilize all resources in achieving the objectives of Islamic character education in schools through an effective and efficient process and approach are very urgent to be carried out (Buchori Muslim, 2020). Without good management, the success of a goal will not be achieved. Management carrying out management functions well in the implementation of Islamic character education will achieve success (Sulistyarini et al., 2019; Roosmawati et al., 2022).

With good management, boarding schools will be able to be utilized optimally and some of the problems faced will be anticipated (Zaenab et al., 2020). Thus, the management of boarding schools will be able to carry out moral guidance for adolescents who are experiencing development and seek their identity to the maximum and seek to improve the quality of education, so that boarding schools have more value in terms of the quality of education, especially in preparing a moral generation and can help the government realize the national education goals (Lito et al., 2020).

Islamic character education must be prepared and managed properly (Grammens et al., 2022). Thus, Islamic character education requires optimal management in planning, organizing, implementing, and evaluating so as to produce outputs and outcomes according to Islamic values (Mukhtar et al., 2020). Character education as the main stream of national development is not yet clearly known for its implementation model to achieve national education goals (Haniah et al., 2020Samsudin et al., 2021).Character education is strongly tied to Islamic-based character education, and many Madrasah Aliyah Religious Program (MAPK) innovations carry out modernization for the creation of better madrasas. Madrasas must be established on Islamic ideals, which are central to Islamic education's history(Mukhibat et al., 2020; Pusparini et al., 2021).

According to (Fadillah et al., 2021), the implementation of Madrasah Aliyah Religious Program (MAPK) raises interesting things including some learning activities that are not listed in the KTSP but are still implemented because it is a tradition. MAPK has many hidden curricula underlying the implementation of learning.Previous research has found that Religious character formation in the culture of religious schools or Madrasah Aliyah Religious Programs (MAPK) can improve students' religious character by providing worship facilities, religious ceremonies, and religious symbols have a predictive effect on students' religious character, which is depicted by obedience in carrying out teachings (Marini et al., 2018).Other studies have discovered that cultural characteristics such as religious values, cleanliness, honesty, togetherness, simplicity, and discipline are consistently and continually incorporated into curriculum management, student management, and educator and education staff management. which will mold character education in order to create a better and emotionally intelligent, socially intelligent, and spiritually intelligent generation The superior generation is the generation that is religious in its outlook on the future in order to establish the nation's character(Suriadi & Supriyatno, 2020)

MAPK uses the KTSP curriculum although its implementation does not involve all parties, the preparation of the MAPK curriculum is adjusted to the MAPK philosophy, and does not want to be trapped by various government policies that are not in accordance with the MAPK philosophy (Islam & Vol, 2022). Currently, MAPK is experiencing a shortage of teachers, so there are teachers with excess teaching hours. The government's attention to improving the competence of MAPK teachers is low because they only carry out workshops from internal parties. No less important parties in implementing the MAPK curriculum are boarding supervisors. The duties and roles of boarding supervisors are to motivate, direct, guide, and set an example for students both in dormitory and at school. Although, the number of boarding supervisors and the number of MAPK students is not balanced, making it less optimal.

According to (Lemasters et al., 2020), the combination of the boarding school system with the modern school system is used in madrasas and the combination takes place gradually. The government is trying to make breakthroughs and efforts to realize the special Madrasah Aliyah, later known as MAPK. MAPK focuses on the development and deepening of religious knowledge by not neglecting general knowledge in an effort to develop insight.

In subsequent developments, MAPK was improved and developed in quantity and quality. MAPK changed its name to Madrasah Aliyah Keagamaan (MAK). MAK is grouped into religious secondary education prioritizing religious knowledge using a thorough learning approach and book study. This program is an anticipation of the declining ability in the field of religion, especially for Madrasah Aliyah graduates (Rahman et al., 2021).

Character education requires a scoring system that can be an important content in the curriculum to maximize the management of character education(Mukhibat et al., 2020). Boarding schools have a fairly long learning time in the context of forming and strengthening religious character in madrasas (Sofanudin, 2019). Curriculum management greatly influences the success of the learning process in schools in an effort to realize

the educational goals set. If curriculum management does not run well, the learning process in the school will experience obstacles so that goals are also constrained. On the other hand, if curriculum management has been well organized, school conditions will be conducive to the development of quality learning processes.

The religious character of students is closely related to character cultivation. Therefore, character education is one solution to make students better. Character education aims to instill, shape, and develop character values. Instilling character is not only the responsibility of the government but also the responsibility of all parties, including formal educational institutions. In this study, the boarding MAPK curriculum has not fully impacted the religious character of students.Islamic boarding schools are said to be efficient in developing students' personalities, particularly religious personalities. Students' religious character at Islamic boarding schools has a significant impact on their lives both in this world and in the hereafter(Sofanudin, 2019).The findings of this study are supported by previous research(Susilawati et al., 2022)demonstrating that Islamic religious education has a crucial role in character development, especially religious characters founded on faith learning.

Based on observations made at MAN 4 Banjar South Kalimantan, the current curriculum is implemented based on KMA 184 of 2019 on the implementation of the madrasa curriculum which has not specifically regulated the boarding MAPK curriculum, so that the boarding MAPK curriculum is developed independently by the madrasah and is handled operationally by the vice principal of curriculum with boarding supervisors. The implementation of the boarding MAPK curriculum in building the religious character of students is not optimal because there is no standard scoring system for measuring the religious character of students. In the dormitory, learning only runs verbally, and has not yet reached the management of the boarding MAPK curriculum.

In addition, the supervisory system of boarding MAPK curriculum in building the religious character of students is only carried out by 1 supervisor in a male dormitory and 1 in the female dormitory. The number of students is not comparable to boarding supervisors so it can be the cause of the non-optimal monitoring system of boarding MAPK curriculum in building the religious character of students.

Based on the above background, the problems related to the management of boarding MAPK curriculum in building religious character of students are (1) the non-optimal planning of boarding MAPK curriculum in building religious character of students, (2) the inadequate organizing of boarding MAPK curriculum in building religious character of students, (3) staffing of boarding MAPK curriculum management in building religious character of students has not succeeded in influencing religious character, (4) briefing of boarding MAPK curriculum in building religious character of students has not been implemented properly, (5) coordination of boarding MAPK curriculum management in building religious character of students did not go well, (6) inadequate budget of boarding MAPK curriculum in building religious character of students, (7) supervision of boarding MAPK curriculum in building religious character of students optimally, (8) constraints faced by management of boarding MAPK curriculum in building religious character of students has not been evaluated and (9) efforts to overcome constraints faced by management of boarding MAPK curriculum in building religious character of students have not been followed up.

Methods

Approach
Conceptually, the approach used in this study refers to the principles of qualitative study in orderto explain the planning, organizing, staffing, briefing, coordinating, reporting, budgeting, and supervising on management of boarding MAPK curriculum in building religious character of MAN 4 Banjar students. In other words, this qualitative approach focuses on problems (Taufik Rahman et al., 2021)(Tambrin et al., 2021), especially constraintsfaced by management of boarding MAPK curriculum in building religious character of MAN 4 Banjar students.

Location
This study was carried out at MAN 4 Banjar, South Kalimantan based on the Decree of the Director General of Islamic Education of the Ministry of Religion of the Republic of Indonesia Number 4923 of 2016 on the determination of the MA as the organizer of religious programs, MAN 4 Banjar was designated as the 10 MA Organizers throughout Indonesia. MAN 4 Banjar has long held religious-based education with the boarding school model.

Subject
In a qualitative study, subjects were selected using criterion-based selection based on the assumption that the subject is an actor in the proposed study. In addition, in the selection of informants, the snowball sampling

model was used. The subjects were selected purposively where the selected informants had sufficient knowledge and experience related to planning, organizing, staffing, briefing, coordinating, reporting, budgeting, and monitoring(Hasibuan & Yusuf, 2020). Key informantsin this studywere:1) Head of the Madrasah Education Department at the Banjar Regency Religious Affairs Office; 2) Principal of MAN 4 Banjar; 3) Vice Principal on Religious Affairs of MAN 4 Banjar; 4). Boarding Supervisors of MAN 4 Banjar, dan 5) MAN 4 Banjar Students.As informants in the study, all informants were given a consent form, and before signing, all informants were requested to read the consent form in detail. Following that, the informant was handed a questionnaire sheet to complete. Table 1 of the study instrument contains the questionnaire sheet.

Data Collection Technique
One of the important components of the study is data collection. Mistakes made in the data collection process will make the analysis process difficult. In addition, the results and conclusions obtained will be ambiguous if the data collection is carried out incorrectly. Data collection was carried out in a natural setting on primary data with participant observation, in-depth interviews, and documentation. 1) Interview; The interview aims to explore data on planning, organizing, implementation, monitoring and evaluation, creative and innovative ideas.Interviews were done with planned research subjects in this study. People who know and can contribute information regarding planning, organizing, staffing, directing, coordinating, reporting, budgeting, and overseeing the dormitory-based MAPK curriculum in moulding the religious character of students at MAN 4 Banjar are eligible study subjects. In response to one of the interview questions posed to the Principal of MAN 4 Banjar, "How is the preparation of the dormitory-based MAPK curriculum in forming the religious character of students at MAN 4 Banjar prepared?"; 2) Observation; Observations were made on planning, organizing, staffing, briefing, coordinating, reporting, budgeting, and supervising of boarding MAPK curriculum in building religious character of MAN 4 Banjar Students; 3) Documentation; Documentation study was carried out on planning, organizing, staffing, briefing, coordinating, reporting, budgeting, and supervising of boarding MAPK curriculum in building the religious character of MAN 4 Banjar Students.

Data Collection Instrument
Instruments are tools selected and used by researchers in collecting data so that they are systematic. Data collection instruments are the methods used by researchers to collect data. Instruments as tools in data collection can be realized in questionnaires, test kits, interview guidelines, observation guidelines, scales, and so on. The data collection table 1.

Table 1. Research Instrument

No	Purpose	Indicator	Data Sources	Technique W	O	D
1	Planning theboarding MAPK curriculum in building religious character of MAN 4 Banjar Students	1. How does the madrasah select and determine various resources in curriculum management? 2. How is the planning of boarding MAPK curriculum in building the religious character of MAN 4 Banjar Students prepared? 3. What are the goals and objectives of the boarding MAPK curriculum in building the religious character of MAN 4 Banjar Students? 3. How do madrasas identify strengths, weaknesses, opportunities, and alternatives for boarding MAPK curriculum in building the religious character of MAN 4 Banjar Students? 4. What are the indicators for the success of the boarding MAPK curriculum in building the religious character of MAN 4 Banjar Students?	1. Head of the Madrasah Education Department at the Banjar Regency Religious Affairs Office 2. Principal of MAN 4 Banjar 3. Vice Principal on Curriculum of MAN 4 Banjar 4. Boarding Supervisors of MAN 4 Banjar 5. MAN 4 Banjar Students.	√	√	√

No	Purpose	Indicator	Data Sources	Technique		
				W	O	D
		5. When will the madrasah formulate the planning and who will be involved in designing the planning boarding MAPK curriculum in building the religious character of MAN 4 Banjar Students?				
2	Organizing theboarding MAPK curriculum in building religious character of MAN 4 Banjar Students	1. How to organize the boarding MAPK curriculum in building the religious character of MAN 4 Banjar Students? How is the support for boarding 2. MAPK curriculum in building the religious character of MAN 4 Banjar Students? 3. How is the organizational structure and work division of the boarding MAPK curriculum in building the religious character of MAN 4 Banjar Students? 4. How is the Standard Operating Procedure (SOP) applied in the boarding MAPK curriculum in building the religious character of MAN 4 Banjar Students? 5. What is the organizational structure of the boarding MAPK curriculum in building the religious character of MAN 4 Banjar Students?	1. Head of the Madrasah Education Department at the Banjar Regency Religious Affairs Office 2. Principal of MAN 4 Banjar 3. Vice Principal on Curriculum of MAN 4 Banjar 4. Boarding Supervisors of MAN 4 Banjar 5. MAN 4 Banjar Students.	√	√	√
3.	Staffing ofboarding MAPK curriculum in building religious character of MAN 4 Banjar Students	1. How is the staffing carried out by the madrasa leadership in boarding MAPK curriculum in building the religious character of MAN 4 Banjar Students? 2. What are the influencing factors in the staffing of boarding MAPK curriculum management in building the religious character of MAN 4 Banjar Students? 3. How does the madrasah improve staff resources in boarding MAPK curriculum in building the religious character of MAN 4 Banjar Students?	1. Head of the Madrasah Education Department at the Banjar Regency Religious Affairs Office 2. Principal of MAN 4 Banjar 3. Vice Principal on Curriculum of MAN 4 Banjar 4. Boarding Supervisors of MAN 4 Banjar 5. MAN 4 Banjar Students.	√	√	√
4.	Briefing of boarding MAPK curriculum in building religious character of MAN 4 Banjar Students	1. How does the madrasah conduct a briefing on the boarding MAPK curriculum in building the religious character of MAN 4 Banjar Students? 2. Which parties are involved in conducting the briefing on the boarding MAPK curriculum in building the religious character of MAN 4 Banjar Students? 3. How is the staff briefing conducted in the boarding MAPK curriculum in building the religious character of MAN 4 Banjar Students?	1. Head of the Madrasah Education Department at the Banjar Regency Religious Affairs Office 2. Principal of MAN 4 Banjar 3. Vice Principal on Curriculum of MAN 4 Banjar 4. Boarding Supervisors of MAN 4 Banjar 5. MAN 4 Banjar Students.	√	√	√

No	Purpose	Indicator	Data Sources	Technique		
				W	O	D
		4. What are the staff briefing problems faced by the madrasah?				
5	Coordination of boarding MAPK curriculum management in building religious character of MAN 4 Banjar Students	1. How does the madrasah coordinate the boarding MAPK curriculum in building the religious character of MAN 4 Banjar Students? 2. How are the steps for coordinating the boarding MAPK curriculum in building the religious character of MAN 4 Banjar Students? 3. What are the constraints in coordinating the boarding MAPK curriculum in building the religious character of MAN 4 Banjar Students?	1. Head of the Madrasah Education Department at the Banjar Regency Religious Affairs Office 2. South Kalimantan Religious Affairs Office; 3. Principal of MAN 4 Banjar 4. Vice Principal on Curriculum of MAN 4 Banjar 5. Boarding Supervisors of MAN 4 Banjar	√	√	√
6	Budgeting of boarding MAPK curriculum in building religious character of MAN 4 Banjar Students	1. How is the budgeting system implemented by the madrasa in boarding MAPK curriculum in building the religious character of MAN 4 Banjar Students? 2. What are the budgeting steps taken by the madrasa in boarding MAPK curriculum in building the religious character of MAN 4 Banjar Students? 3. When is the budgeting carried out by the madrasa in boarding MAPK curriculum in building the religious character of MAN 4 Banjar Students implemented?	1. Head of the Madrasah Education Department at the Banjar Regency Religious Affairs Office 2. South Kalimantan Religious Affairs Office; 3. Principal of MAN 4 Banjar 4. Vice Principal on Curriculum of MAN 4 Banjar 5. Boarding Supervisors of MAN 4 Banjar	√	√	√
7	Supervising of boarding MAPK curriculumin building religious character of MAN 4 Banjar Students	1. How does the madrasah design a supervisory system of boarding MAPK curriculum management in building the religious character of MAN 4 Banjar Students? 2. How are the supervisory steps taken in boarding MAPK curriculum in building the religious character of MAN 4 Banjar Students? 3. How does the madrasah design a follow-up to the results of boarding MAPK curriculum supervision in building the religious character of MAN 4 Banjar Students?	1. Head of the Madrasah Education Department at the Banjar Regency Religious Affairs Office 2. South Kalimantan Religious Affairs Office; 3. Principal of MAN 4 Banjar 4. Vice Principal on Curriculum of MAN 4 Banjar 5. Boarding Supervisors of MAN 4 Banjar	√	√	√
8	Constraints faced bymanagement of boarding MAPK curriculum in building	1. What are the constraints faced by the management of the boarding MAPK curriculum in building the religious character of MAN 4 Banjar students?	1. Head of the Madrasah Education Department at the Banjar Regency Religious Affairs Office	√	√	√

No	Purpose	Indicator	Data Sources	Technique		
				W	O	D
	religious character of MAN 4 Banjar students	2. How do the constraints affect the management of boarding MAPK curriculum in building the religious character of MAN 4 Banjar students	2. South Kalimantan Religious Affairs Office; 3. Principal of MAN 4 Banjar 4. Vice Principal on Curriculum of MAN 4 Banjar 5. Boarding Supervisors of MAN 4 Banjar			
9	Efforts to overcome constraints faced by management boarding MAPK curriculum in building religious character of MAN 4 Banjar students	1. What are the efforts made by the madrasa in overcoming constraints on the boarding MAPK curriculum in building the religious character of MAN 4 Banjar students? 2. What are the steps for madrasas in overcoming constraints on the boarding MAPK curriculum in building the religious character of MAN 4 Banjar students?	1. Head of the Madrasah Education Department at the Banjar Regency Religious Affairs Office 2. South Kalimantan Religious Affairs Office; 3. Principal of MAN 4 Banjar 4. Vice Principal on Curriculum of MAN 4 Banjar 5. Boarding Supervisors of MAN 4 Banjar	√	√	√

Data analysis technique

Making field notes, selecting data that is relevant to support the claims in the research report, and observing the link between the data that has been gathered are all data analysis procedures in research. This study employs four models of analysis. Data collecting analysis, data reduction and classification, data display, and producing conclusions are the four types of analysis: 1) Data Collection Analysis; Data were gathered by documenting all research findings through observations, in-depth interviews, document studies, and focus group discussions; 2) Data Reduction and Categorization; This stage involves determining whether data is significant in order to reinforce the study findings. Based on the findings of interviews and observations, reduction was carried out. Following data reduction, data analysis is performed by moving on to data classification. The data might be classified based on the necessity to address research questions; 3) DataDisplay; At this point, the we are largely concerned with presenting or displaying previously obtained and evaluated data. The procedure may be carried out by showing data and connecting phenomena to interpret what really occurred and what needs to be followed up on in order to fulfill the study objectives; 4) Conclusion; Following the data processing stage described above, the next step is to make conclusions. The conclusion should also be written in language that is simple and easy to grasp for the reader.

Results and Discussions

Planning the Boarding MAPK Curriculum In Building Religious Character of MAN 4 Banjar Students

Dormitory-based MAPK curriculum planning in shaping students' religious character, both in the form of the curriculum structure of lessons at MAN 4 Banjar, of the 21 subjects assigned to students to be followed by learning plus the content of deepening interest in the afternoon and evening, so that there are many resources available. Learning resources aimed at developing noble character in students, particularly for subjects, for example, we give both regular and additional courses in the deepening of interest in the afternoon there are books that are academically based on modern books, and then there are books given in the evening after isha.

The yellow book study refers to various works that serve as the foundation for establishing religious character, such as class X reading Ta'lim Muta'allim and class XI reading Muizzatul Muhasanah. This is a synopsis of Ihya Ulumuddin's book, and class XII is an explanation of the book.

The program at MAN 2 Martapura was added to a special program, termed MAPK, in 1992 and remained there until 2006. The MAPK program was then renamed MAK until 2008. Furthermore, till now, the curricula at MAN 4 Banjar have been Language, Science, Social Studies, and Religion. Only in 2017 was the MAPK program re-opened, with two batches totaling 96 students (4 classes). The Ministry of Religion has designated MAN PK as a Special Madrasah. There are only ten in Indonesia, and one of them, MAN 4 Banjar, located in Martapura, South Kalimantan.

Regarding MAPK in MAN 4 Banjar, all matters relating to activity implementation are based on the Director General of Education's Decree, particularly the initial establishment decree as a reference in 2017, then the decree on the implementation of learning for students of religious programs, which was revitalized into 10 MAPK based on SK in 2016, and finally, in 2018, the Director General of Education's Decree No. 2600 concerning the implementation of activities.

Based on the results, the planning of the boarding MAPK curriculum in building religious character of MAN 4 Banjar students is very closely related to child-friendly madrasas. Child-friendly madrasas consciously seek to guarantee and fulfill children's rights in every aspect of life in a planned and responsible manner. The main principle is non-discrimination of interests, right to life and respect for children. As stated in Article 4 of Law No. 23 of 2002 on child protection, children have the right to live, grow, develop, and participate fairly in accordance with human dignity and dignity, and receive protection from violence and discrimination. Participation is defined as the right to have an opinion and have their voice heard. Child-friendly madrasas involve children to participate in all activities, social life, and encourage the growth and development of children.

The madrasah selects and assigns various resources in curriculum management through collecting, processing, analyzing, and interpreting data on the quality of the principal in carrying out the duties periodically in annual (every year) and four-year periods. The success of the boarding MAPK curriculum in building religious character of MAN 4 Banjar Students can be seen from the reports on the progress of students at the school. If there are students who pray diligently in congregation, have good manners, polite, and so on, everything is explained in the report. Usually, every school has its own scoring system.

Organizing the Boarding MAPK Curriculum In Building Religious Character of MAN 4 Banjar Students
Based on the results, the organizing of boarding MAPK curriculum in building religious character of MAN 4 Banjar students is done by designing an organization under the control of the principal with the cooperation between the teachers and the principal in achieving the desired results at MAN 4 Banjar including the legality in the form of a decree. In determining the structure, the principal and vice principal rely on teachers who still lack teaching hours to be appointed as boarding supervisors, installation managers in madrasas, such as laboratories, dormitories, and extracurricular supervisors.

They demonstrate at KMA No. 183 and KMA 184, regarding learning at MAPK, it is divided into 5 forms of activity, namely: (1) Regular at 7.30 s.d. 14.20, (2) The deepening of religious interest with modern books with the intention of good moderation, good understanding, broad, and still in depth is carried out at 16.10 s.d. 17.30; (3) The deepening of religious interest with modern books with the intention of good moderation, good understanding, broad, and (4) Extracurricular activities to improve their religious abilities, such as tahfiz, English debate, Arabic debate, time after Maghrib, Tuesday and Wednesday nights, and this Sunday night for tahfiz activities; (5) We improve book interest significantly by teaching famous books that are often taught in Islamic boarding schools; (6) Additional programs supplied to students are supposed to increase their enthusiasm in learning, as well as inculcate in them that learning is not restricted to what is taught. they are given in class

Furthermore, madrasas provide religious skills training since we have a religious laboratory that will open in January 2020. The lab's functions include learning how to handle corpses, viewing the Qibla direction, and so forth, both digitally and physically. Then there's the exchange program for MAPK professors and students from all throughout Indonesia, which was simply jointly agreed upon at MAPK.

Staffing of Boarding MAPK Curriculum Management In Building Religious Character of MAN 4 Banjar Students
Based on the results, staffing of boarding MAPK curriculum management in building the religious character of students starting from the principal then Vice Principal on Religious Affairs of MAN 4 Banjar, administrative staff, 1 special staff in boarding activities with appropriate background, work experience, and age.

Religious activities in MAPK instill Islamic values comprehensively. These activities include the practice of obligatory and sunnah worship as well as religious development activities. In addition to providing religious knowledge, these religious activities also serve to provide religious motivation to students. These religious

activities are qira'atul qutub, tahfidz quran, tahfidz hadith, and practicing to be preachers as well as organizational and leadership activities.

Independence is something that every student should be taught, especially in a dormitory setting. Students with an independent mentality will be able to compete and work, as well as take on a tremendous deal of responsibility in improving the nation and religion. Students' independence has a good influence on them, including their independence from others, expertise in problem solving, autonomy and decision making, self-confidence, and a high sense of responsibility for the tasks they do.

Religious activities in madrasas strive to improve Islamic understanding, including fiqh, monotheism, morality, and so forth. This exercise is the major course that must be provided in order to improve pupils' personalities and character. Human quality is measured not just in terms of knowledge, talent, and physical health, but also in terms of spiritual quality and character. Religious activities are carried out at MAN religious programs in the form of prayer services, book recitation, cults, tahfidzul qur'an and hadith, sunnah fasting, and so forth.

Briefing of Boarding MAPK Curriculum In Building Religious Character of MAN 4 Banjar Students
Based on the results, the madrasa continues to improve performance through coordination meetings attended by the principal, supervisor, and administrative staff. The assessment team provides notes and input related to activities, plans, attendance, reports, documents, and activity results. Parties involved in conducting the briefing on boarding MAPK curriculum in building the religious character of MAN 4 Banjar Students are principals, supervisors, and administrative staff.

Coordination of Boarding MAPK Curriculum Management In Building Religious Character of MAN 4 Banjar Students
Based on the results, the coordination of boarding MAPK curriculum management in building the religious character of MAN 4 Banjar Students is carried out based on their respective jobs. The division of tasks into teachers and supervisors has a decree from the vice principal on religious activities.

Budgeting of Boarding MAPK Curriculum In Building Religious Character of MAN 4 Banjar Students
Based on the results, the madrasah makes budgeting through meetings related to dormitory needs so that the budgeting really fits the needs in the field. Budget planning is carried out at the beginning of the school year. Budget planning is based on urgency namely implementation and monitoring standards, selection of the best alternatives, setting priorities, both targets and activities.

Supervising of Boarding MAPK Curriculum In Building Religious Character of MAN 4 Banjar Students
Based on the results, supervising of boarding MAPK curriculum in building the religious character of MAN 4 Banjar students was carried out with a team. For example, in the tahfiz team, the tahfiz Al Qur'an teachers report the tahfiz scores every semester and every year. Students who have mastered the target will be given a certificate from the madrasa. MAPK graduates can use the certificate when registering at a university.

Data collection on interest in continuing to higher education has been carried out by the madrasa since class X and class XI. 3 graduates in 2020 were accepted to California University, then 3 were accepted to Tarim Yemen, 1 was accepted in Madinah, 1 was accepted at Al Azhar, and 1 was accepted in Mecca. This shows courage and interest in studying abroad.

MAN 4 Banjar has proposed to the Ministry of Religion that MAPK graduates throughout Indonesia can receive assistance and be provided with providing information about the best universities in the world. Supervision in performance is one part of performance management in the context of forming religious character. It is used to answer the question, "how well is the performance of a teacher in a certain period".

Constraints Faced by Management of Boarding MAPK Curriculum In Building Religious Character of MAN 4 Banjar Students
According to the findings, the problems encountered in the administration of the dormitory-based MAPK curriculum in forming the character of students by looking at quickly increasing science and technology would create harm to society if not accompanied with religious character education. Religious character must be established in children from an early age, both within the home, madrasa, and community. Madrasah age is the best time to start coaching since they are familiar with their surroundings and can copy and learn undesirable things that might harm their character if they are not nourished and guided. This demonstrates the importance of religious education in terms of attitudes, faith values and piety

The problems that stand out in the dormitory-based MAPK curriculum in shaping the religious character of MAN 4 Banjar students are on the teacher, namely: (1) human resources are still low, and (2) there are still teachers teaching in the wrong room (teaching is not in accordance with their educational background),

resulting in: (1) the teacher does not understand the development of the new curriculum, has difficulty compiling the syllabus, makes lesson plans, the teacher does not understand the development of the new curriculum, the teacher does not understand

Furthermore, the problem with the Madrasah Aliyah curriculum is that the system and format are constantly changing, which confuses the teachers, so the reconstruction that needs to be done is to carry out a solution, namely adjusting the curriculum to the madrasa's vision and mission, as well as the current conditions. When there are too many subjects, the strain on students to grasp the entire lesson is too great. The answer is to eliminate or simplify specific subject matter, or the hours can be decreased, then added to the primary and more important information. Because the subject matter is less explicit, pupils' attention and mastery are haphazard and immature.

The lack of clarity and frequent changes in rules are different issues that religious program MANs confront, but the most evident issue is the dualism of the curriculum that is executed jointly in religious program MANs. Another issue is that there is too much topic matter that is not accompanied by the appropriate quantity of time (hours).

The disproportionately large number of coaches to the number of students who live in dormitories becomes a fundamental impediment in the management of the dormitory-based MAPK curriculum in shaping the religious character of MAN students; ideally, there are 5 teachers who become supervisors of student dormitory activities.

Efforts to Overcome Constraints Faced by Management of Boarding MAPK Curriculum In Building Religious Character of MAN 4 Banjar Students
Based on the findings, madrasas make efforts to overcome obstacles to dormitory-based MAPK curriculum management in shaping the religious character of MAN 4 Banjar students by providing additional lessons, awarding outstanding students, involving students in competitions, allowing and involving teachers in education and training, and applying for additional teachers from the government.

Islamic development includes the study of the yellow book, congregational Dhuhur prayers and cults from students, requiring students to read the Qur'an for 15 minutes every day in the first hour, providing services for students who want to memorize the Qur'an, and organizing activities to commemorate Islamic holidays. Skills and community development disciplines include computers (Prodistik), PMR, Drumband, Martial Arts, organizational education, and other extracurricular activities, as well as scientific development for universities. Development of funding and infrastructure, including: government help, parental gifts, the Jum'ah infaq movement, the addition of laboratory buildings and equipment, and the increase of library book collections, particularly dormitory facilities.

Professionals and education experts have clearly stated educational goals, but there has been no specification of the amount to which these goals have been attained. One of the issues in schooling is this. Personality transformation is highly appreciated in education, as education in general includes attempts to improve character, intellect, and body in accordance with nature and society, where clear criteria for success cannot be supplied. Meanwhile, until now, the effectiveness of educational quality has been measured using values or figures that, of course, have not been able to reflect changes in student personalities.

Education is typically characterized as a somewhat permanent change in behavior that occurs in a person as a result of experience or behavior, purposeful or inadvertent occurrences and events, experienced by everyone who attends madrasas. Education is an attempt to lead and educate instructors in order for pupils to learn, live, and practice their religious beliefs, so that they might grow into pious, noble citizens.

This demonstrates that religious education is a critical component of education in terms of attitude, faith values, and piety. Religious education that clearly carries out the goal of inheritance and value awareness, habituation, and is methodical in every topic may deepen and mold students' religious character.

Furthermore, attempts are being made to overcome hurdles to dormitory-based MAPK curricular management in developing the religious character of students by integrating non-PNS instructors as hostel supervisors; this is due to the disproportionate number of coaches with students living in dormitories. Furthermore, the function of OSIM (Student Organization) in carrying out dormitory-based MAPK curricular management in moulding students' religious character and providing power in carrying out the dormitory activity schedule must be maximized.

Planning the Boarding MAPK Curriculum In Building Religious Character of MAN 4 Banjar Students
Based on the results, planning of boarding MAPK curriculum in building the religious character of MAN 4 Banjar students was carried out in various patterns, including workshops, technical guidance, and meetings

involving various parties. Planning has a very useful urgency in terms of, among others; implementation and monitoring standards, selection of the best alternatives, and setting priorities, both targets and activities. For the implementation of effective education in boarding MAPK curriculum in building the religious character of students, planning is needed. Planning will direct the madrasa to achieve its goals. That is, planning gives direction to the achievement of the goals of a system because basically, the system will run well if there is careful planning. Planning will be considered mature and good if it meets the requirements and elements in the planning itself.

Organizing the Boarding MAPK Curriculum In Building Religious Character of MAN 4 Banjar Students
Based on the results, the organizing of the boarding MAPK curriculum in building the religious character of students is carried out in the form of task division based on the workload, namely civil servant teachers and non-civil servant teachers. Organizing is an effort to realize cooperation between humans involved in the implementation of education. Basically, organizing functions as optimizing the function of the sub-system, so that the system runs effectively in achieving the predetermined goals. Basically, principals regulate and make policies in madrasas intended to avoid irregularities in the potential for available resources, both human and non-human. Thus, organizing is one of the efforts to neutralize and complement the plans that have been formulated. Human resources are determined in the organizational structure, work arrangements and patterns, procedures, and organizational climate in a transparent manner. With this, all activities can run in an orderly and systematic manner.

Every organization has a vision, mission, and goals that must be met. Whatever its form, the organization will be unable to function properly and achieve its objectives if it is not managed with an effective management system. An organization that has appropriate funding, suitable facilities, and a supportive atmosphere, but is not managed efficiently, it is inevitable that the organization's continuity would suffer.

In carrying out the organization of the dormitory-based MAPK curriculum in shaping the religious character of MAN 4 Banjar students, it is designed on management principles while taking into account the factors of teacher and educational staff resources, as seen in the division of tasks for each teacher in charge of both classroom learning activities and coaching and learning in dormitories.The madrasas often invite village clerics to give recitations to students at MAN 4, as explained by Sule & Saefullah (2005), that the organization is: 1) Allocating resources, formulating and assigning tasks, and establishing the necessary procedures; 2) Establishing an organizational structure that shows the lines of authority and responsibility; 3) Activities of human resource recruitment, selection, training, and development; and 4) Activities of human resource placement in the most appropriate position

To achieve the aim, the division of labor must be organized in a compact structure with defined working connections so that one may complement the other. The formal part of organization is the organizational structure since it is a framework made up of work units or functions with hierarchical/level authority and duties. A formal working connection is created among these work units by cooperating with one another in line with their respective authority and duties.

Madrasah is one of the educational institutions managed by a madrasa head where the existence of a madrasa leader is required, as a representation of the group or organization he leads and as a place to put power. Madrasas, as educational institutions with a madrasa head, instructors, administrative personnel, and students, require efficient organization to ensure that the madrasa works smoothly toward its objectives. The capacity of the madrasa's head and all devices to plan, coordinate, and manage existing resources, as well as a dedication to attaining the vision and goal for success in preserving and enhancing madrasa quality.

The rating is heavily weighted on whether or not all madrasa education materials are subject to quality management practices. The need for a good madrasa organization is caused by the fact that the duties of teachers include more than just teaching; administrative staff and madrasa guards are all responsible and involved in running the madrasa organization, so that there are no disputes in holding or carrying out their respective duties. A good and consistent madrasa organization is required.

In other words, coordination is the idea that must underpin any collaboration. It is obvious that coordination is critical; in an organization, successful collaboration in the work mechanism is heavily reliant on the reciprocal interaction between leaders, staff, and other employees.

Staffing of Boarding MAPK Curriculum Management In Building Religious Character of MAN 4 Banjar Students
Based on the results, staffing of boarding MAPK curriculum management in building the religious character of students starting from the principal then Vice Principal on Religious Affairs of MAN 4 Banjar, administrative staff, 1 special staff in boarding activities with appropriate background, work experience, and age.

Religious development activities in MAPK are efforts that thoroughly impart Islamic religious ideals. These activities include required and sunnah worship as well as religious development activities. These religious activities seek to equip pupils with religious motivation as well as religious information. Among these religious activities are qira'atul qutub (book study), tahfidz al-quran, tahfiz hadith and hadith, and coaching priests and preachers, as well as organizational and leadership activities.

Independence is something that should be taught to all students, especially those in boarding schools. Students who adopt an independent mindset will be able to compete and work, as well as take on significant responsibilities in the advancement of the nation and religion. Students' independence has a good influence on them, including their independence from others, problem-solving skills, autonomy and freedom in making their own decisions, self-confidence, and a strong sense of responsibility for the tasks they do.

Religious activities in madrasas strive to improve Islamic understanding, including fiqh, monotheism, morality, and so forth. This exercise is the major course that must be provided in order to improve pupils' personalities and character. Human quality is measured not just in terms of knowledge, talent, and physical health, but also in terms of spiritual quality and character. At MAN 4 Banjar, the implementation of dormitory-based curricular activities in moulding religious character takes the form of prayer services, book recitation, cults, tahfidzul qur'an and hadith, sunnah fasting, and so on, as well as activities that are fairly substantial while kids are at school dormitory.

Briefing ofBoarding MAPK Curriculum In Building Religious Character of MAN 4 Banjar Students
The dormitory has a very important position and has a very broad scope that requires systematic management. Dormitory life is an inseparable part of student life in madrasas and society. This activity has an important role in efforts to form religious character, especially internalizing values together and simultaneously. The implementation of worship is the regulation of a Muslim's life, both individually and socially. The implementation of worship has united Muslims in one goal, namely self-servitude to Allah alone and acceptance of various teachings of Allah for both worldly and hereafter affairs.

Coordination of Boarding MAPK Curriculum Management In Building Religious Character of MAN 4 Banjar Students
Coordination ofboarding MAPK curriculum management in building religious character of MAN 4 Banjar students raises interesting things including some learning activities that are not listed in the KTSP but are still implemented because it is a tradition. MAPK has many hidden curricula underlying the implementation of learning. MAPK uses the KTSP curriculum although its implementation does not involve all parties, the preparation of the MAPK curriculum is adjusted to the MAPK philosophy, and does not want to be trapped by various government policies that are not in accordance with the MAPK philosophy (Hatmansyah et al., 2021). Currently, MAPK is experiencing a shortage of teachers, so there are teachers with excess teaching hours. The government's attention to improving the competence of MAPK teachers is low because they only carry out workshops from internal parties. No less important parties in implementing the MAPK curriculum are boarding supervisors. The duties and roles of boarding supervisors are to motivate, direct, guide, and set an example for students both in dormitory and at school. Although, the number of boarding supervisors and the number of MAPK students is not balanced, making it less optimal.

Budgeting of Boarding MAPK Curriculum In Building Religious Character of MAN 4 Banjar Students
Based on the results, the madrasah makes budgeting through meetings related to dormitory needs so that the budgeting really fits the needs in the field. Budget planning is carried out at the beginning of the school year. Budget planning is based on urgency namely implementation and monitoring standards, selection of the best alternatives, setting priorities, both targets and activities. For the implementation of effective education in boarding MAPK curriculum in building the religious character of students, planning is needed. Planning will direct the madrasa to achieve its goals. That is, planning gives direction to the achievement of the goals of a system because basically, the system will run well if there is careful planning. Planning will be considered mature and good if it meets the requirements and elements in the planning itself.

Supervising of Boarding MAPK Curriculum In Building Religious Character of MAN 4 Banjar Students
Whatever pattern is used to assess performance, the most important thing is to avoid two pitfalls, namely not assuming performance problems occur separately from each other, or "it is always the fault of the teachers". Second, there is no single estimate that can give an overall picture of what happened and why. Performance appraisal is only a starting point for further discussion and diagnosis. The purpose of supervising the Boarding MAPK Curriculum In Building Religious Character of MAN 4 Banjar Students includes activities to build clear expectations and understanding of the work to be carried out. This is a system, meaning that it has a number of parts, all of which must be included between one component and another. In addition to supervising the Boarding MAPK Curriculum In Building Religious Character of MAN 4 Banjar Students,

MAPK also supervises the assessment of learning. Assessment of students in dormitory learning includes academic assessment and non-academic assessment. The academic assessment uses the assessment standards that apply to MA in general. Meanwhile, non-academic assessments are carried out separately covering personality and social aspects. Aspects of personality and social competence include religious observance, responsibility, discipline, cleanliness, and tidiness.

Constraints Faced by Management of Boarding MAPK Curriculum In Building Religious Character of MAN 4 Banjar Students

Constraints in boarding MAPK curriculum in building the religious character of MAN 4 Banjar students are on teachers, namely: (1) low human resources, and (2) there are still teachers who teach not according to educational background, resulting in (1) teachers do not understand the development of the new curriculum, difficulties in compiling syllabus, making lesson plans, teaching methods are less varied, and (2) teachers do not master the subject matter, are boring, do not attract attention and are not optimal. In addition, the system and format are always changing, as a result, it confuses the teachers, so the reconstruction needs to be performed by adjusting the curriculum to the vision and mission and to the existing conditions. The number of subjects is too many, and as a result, the burden on students is too heavy to master all subjects, then the solution is to reduce or streamline certain subject matter, or the hours can be reduced, then added to the main and more relevant material. There is less specific subject matter, as a result, making students less focus.

Efforts to Overcome Constraints Faced by Management of Boarding MAPK Curriculum In Building Religious Character of MAN 4 Banjar Students

Efforts were made to overcome the boarding MAPK curriculum in building the religious character of MAN 4 Banjar students by the madrasah including academic development, which was carried out by providing additional lessons, giving awards to outstanding students, involving students in competitions, allowing and involving teachers in education and training as well as applying for additional teachers from the government. Islamic development, includes studying kitab kuning, holding congregational Dhuhur prayer, requiring students to read the Qur'an every day for 15 minutes in the first hour, providing services for students who want to memorize the Qur'an, and organizing Islamic holiday celebrations.

Indeed, the aims of education have been explicitly articulated by experts and educators, but there has been no articulation of the amount to which these goals have been met. One of the issues in schooling is this. Personality transformation is highly appreciated in education, as education in general includes attempts to improve character, intellect, and body in accordance with nature and society, where clear criteria for success cannot be supplied. Meanwhile, until now, the effectiveness of educational quality has been measured using values or figures that, of course, have not been able to reflect changes in student personalities.

Education is typically characterized as a somewhat permanent change in behavior that occurs in a person as a result of experience or behavior, purposeful or inadvertent occurrences and events, experienced by everyone who attends madrasas. Education is an attempt to lead and educate instructors in order for pupils to learn, live, and practice their religious beliefs, so that they might grow into pious, noble citizens.

This demonstrates that religious education is a critical component of education in terms of attitude, faith values, and piety. Religious education that clearly carries out the goal of inheritance and value awareness, habituation, and is methodical in every topic may deepen and mold students' religious character.

In addition to the security team, activity team, lughoh team, and others, the report of the order enforcement team at the secretary of the dormitory management. Each of these secretariats follows its own set of regulations, therefore language infractions are addressed by the lughoh department, while general offenses are handled by the security section. If there are students who do not participate in the fardhu prayer activities in congregation, the worship department will watch them, and so on.

If any students leave the dormitory, the security department will keep an eye on them. In this example, there was still something conceivable in the early days around 2018 when the new tiktok application came out, and there were tiktok outdoors, but by 2019 we had carried out constant socialization regarding dormitory norms so that students could become more organized.

MAN 4 Banjar is classified as a madrasa that organizes child-friendly madrasas in addition to arranging religious activities (MAPK). The policy of kid-friendly madrasas implies that it is concerned with child protection. As a result, the curriculum used must include a child protection viewpoint and the child protection concept.

Madrasa management and regulations must also be included in the notion of child-friendly madrasas. It is evident that these restrictions are best for children, and that their purpose is not to deny children's right to education, but to help children to be happy and comfortable in madrasas.

To succeed in child-friendly programs, facilities, curriculum, and instructors' abilities to become a strategic component. The primary responsibility of educators is to foster a learning environment and process." The intended learning environment is not only a physical environment, but also a psychological one that is secure, pleasant, and entertaining for children. In other words, educators are educational personnel who can build a favorable, entertaining learning environment and manage learning based on the qualities of pupils, in addition to full educational infrastructure.

Conclusions

Based on the results, the management of boarding MAPK curriculum in building religious character of students is carried out based on MAPK technical instructions, but has not optimally formed the religious character of MAN 4 Banjar students. The constraints faced by management are frequent changes in regulations and repeated revisions of regulations, unequal training for teachers, incomplete facilities and infrastructure, teacher and student handbooks, changes in scientific culture, and non-optimal madrasa literacy movements and internal supervision. It needs efforts to overcome constraints faced by structuring the curriculum specifically applied to boarding activities, increasing the professionalism of educators, especially in the duties and functions of supervisors, curriculum management, as well as the availability of religious character assessment standards.

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