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MANAGEMENT AND INTEGRATION OF BOARDING SCHOOL EDUCATIONAL ACTIVITIES IN DEVELOPING STUDENTS' MULTIPLE INTELLIGENCES

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Abstract

Comprehensive education plays a crucial role in preparing students to contribute effectively to society. One approach to comprehensive education involves fostering multiple intelligences. The implementation of multiple intelligences programs is commonly found in boarding schools (pesantren). However, the management practices of these institutions vary across different establishments. This study was conducted at SMPI and Pondok Pesantren Miftahul Ulum using a case study methodology. Data was collected through interviews, observations, and document analysis. The data analysis was performed using the Miles and Huberman model, which includes data reduction, data display, and conclusion drawing. The findings suggest that, first, the planning of boarding school education aimed at developing multiple intelligences in students is based on a well-defined vision and mission, as well as a flexible and inclusive curriculum structure. Second, the implementation of boarding school education is carried out through the development of various intelligences, including linguistic, logical-mathematical, spatial, kinesthetic, musical, interpersonal, intrapersonal, and naturalistic intelligences. Third, the evaluation of the educational process is conducted through several assessment steps: evaluation of academic and logical-mathematical intelligence, linguistic intelligence, interpersonal and intrapersonal intelligence, kinesthetic intelligence, musical intelligence, spatial intelligence, naturalistic intelligence, and holistic assessment.

Keywords: Boarding School Management; Multiple Intelligences; Educational Integration; Student Development.

A. INTRODUCTION

The boarding school system is a form of management used in traditional Islamic educational institutions. In Indonesia, Islamic boarding schools, or pesantren, have long been established as centers for religious study where students not only learn but also live in dormitories, as highlighted by Zarkasyi (1990) and Bawani (1993). In these settings, students interact with the management, including kyai (Islamic scholars) and ustadz (teachers), to enhance their religious knowledge and skills. Zhang, Li, and Yu (2018) further noted that the experience of living in a dormitory significantly influences students' academic achievement.

Today, the boarding school model is increasingly adopted in formal educational institutions, which now include primary (SD), junior secondary (SMP), senior secondary (SMA), and Islamic schools (MI, MTs, MA). In these institutions, all students are required to live in dormitories. To manage student activities in the dormitory, these institutions implement a structured management system that regulates both formal and non-formal educational activities. Darwanto (2022) concluded in his study that students in the boarding school system show a positive trend in intelligence levels compared to their peers in non-boarding schools. Furthermore, the boarding school system has been identified as a model that supports scientific integration programs (Anwar, M.A., 2017).

However, several educational institutions implementing the boarding school system emphasize different approaches to religious and general knowledge. This disparity impacts the management of these institutions, resulting in imbalanced educational systems. One consequence is the disproportionate focus on religious learning, which could undermine the quality of general education. If left unaddressed, this issue could hinder the development of well-rounded students, as Islamic educational institutions may neglect the importance of general subjects.

Research on boarding school management can be broadly categorized into two areas. First, studies on the type of management in boarding school institutions, such as those by Manaf (2022), Ikhwan (2017), Muslim (2018), and Hartono (2017). Second, studies examining the curriculum in these institutions, including research by Anwar (2017) and Santoso (2022). The majority of existing research focuses on character education, strengthening the boarding school system as a vehicle for character development, and enhancing the quality of boarding school management. Kholisin and Na'im (2022) emphasize the importance of learning management for achieving success in madrasas and Islamic boarding schools.

Despite the valuable contributions of these studies, there remains limited research on management models that integrate both religious and general knowledge in boarding school systems. The issue of knowledge integration, though long recognized, continues to have a significant impact, particularly in advancing comprehensive Islamic educational institutions.

The concept of Full Day Schools (FDS), proposed by Minister of Education and Culture Prof. Muhadjir Effendy in 2016, has led to the establishment of 5,000 to 10,000 full-day schools (umm.ac.id). In Indonesia, the number of Islamic boarding schools reached 30,494 in the 2020/2021 academic year (Directorate of Early Childhood Education and Islamic Boarding Schools). The purpose of Full Day Schools is to offer intensive education and parenting models for students (Niam, Z.W., 2019) and to prepare human resources with multiple intelligences.

However, managing a boarding school system is not without challenges. Negative impacts, such as physical fatigue, scheduling conflicts, reduced focus during lessons, and the health risks faced by full-time teachers (murobbi and ustadzah), have been observed (Muslim, M., 2018). Additionally, the coexistence of formal education and Islamic boarding school management often creates tensions, as institutions must align their management with educational standards (Fachrudin, Y., 2021).

In preliminary research, the researcher found that SMPI Miftahul Ulum and Miftahul Ulum Islamic Boarding School (PP Miftahul Ulum) in Wlingi Blitar are managed under a single foundation, Al-Basthomiyah Rahman. All students of SMPI Miftahul Ulum live in the PP Miftahul Ulum dormitory, where they participate in formal school activities from 07:00 to 14:00, and evening activities (20:00-21:30) are dedicated to reviewing past lessons and preparing for the next day. Non-formal activities, including Qur'an learning, Arabic translation, and other religious practices, take place from 05:00-06:30 before formal school and from 15:00-17:30 after school. These programs are managed by different teams: formal education is overseen by SMPI management, while Islamic boarding school activities are managed by the pondok (boarding school) team. This division has led to competition for students' time, with a tendency to prioritize formal education due to its greater number of teaching hours.

This study aims to identify a management model for educational institutions with a boarding school system, particularly one that integrates formal and non-formal activities to nurture students with multiple intelligences. The research will first explore the strengths and weaknesses of the current boarding school implementation. Secondly, it will propose a management model designed to produce human resources with multiple intelligences.

B. RESEARCH METHOD

This study employs a qualitative approach, which is aimed at understanding the relationships between variables to explain a social phenomenon. The research was conducted at an institution under the Al-Basthomiyah Rahman Klemunan Wlingi Blitar Foundation, using a case study design. This approach was chosen because the case under investigation is unique, with characteristics distinct from other cases.

Data collection techniques included interviews, observations, and document analysis. The data analysis followed the Miles and Huberman model,

which involves three key stages: data reduction, data display, and drawing conclusions. To ensure thorough data analysis, the researcher detailed the following steps (Creswell, John, 2014): a) Processing and preparing the data, b) Reading through all the data, c) Analyzing the data in more detail by coding.

Following this, the data was interpreted in the form of sentences, based on the perspectives of informants, the researcher's analysis, and supporting data from other sources. The findings of this study indicate that planning, implementation, and supervision are the key management functions that determine the success of an activity. Effective planning and implementation are essential, but they must be accompanied by proper supervision to ensure success.

C. RESULTS AND DISCUSSION

1. Boarding School Education Planning in Producing Multiple Intelligences of Students

The boarding school education planning at Miftahul Ulum Islamic Junior High School (SMPI) and Miftahul Ulum Islamic Boarding School Wlingi Blitar is designed to foster the development of students' multiple intelligences. Curriculum planning is the initial step in implementing effective educational strategies (H. Dakir, 2004). The aim is to help students acquire knowledge and experiences that prepare them for active participation in society. Multiple intelligences, as defined by Howard Gardner (2003), refer to the ability to solve problems or create valuable products in one or more environments or cultures. These intelligences include linguistic, logical-mathematical, spatial, kinesthetic, musical, interpersonal, intrapersonal, and naturalist intelligence.

SMPI and Miftahul Ulum Islamic Boarding School Wlingi Blitar were established to provide students with opportunities for both formal education and religious education. The integration of general and religious knowledge plays a key role in preparing students with various intelligences. The following managerial steps have been implemented to achieve effective educational goals:

a. Vision and Mission

The vision of SMPI Boarding School Education and Miftahul Ulum Islamic Boarding School Wlingi Blitar is:

"To realize a generation of faith and piety based on the understanding of Ahlus Sunnah wal Jama'ah an-Nahdliyah, critical thinking, independence, high achievement, creativity, and the ability to actively contribute to global society."

The mission includes:

1) Conducting active, innovative, creative, effective, and enjoyable learning activities.
2) Providing balanced learning in aspects of knowledge, skills, spirituality, and social development.
3) Fostering strong Islamic character based on Ahlus Sunnah wal Jama'ah an-Nahdliyah.

4) Guiding students to develop their potential for independence, interests, and talents in a structured manner.
5) Establishing the Islamic boarding school as a superior institution in integrated and accountable education.
6) Creating a child-friendly school environment.
7) Fostering harmonious cooperation between school residents and other related institutions.

b. Flexible and Inclusive Curriculum Structure

To support the development of multiple intelligences, the institution integrates the national curriculum with the Islamic boarding school curriculum (Muhammad et al., 2022). This integration helps build both academic and spiritual foundations for students. SMPI and Miftahul Ulum Islamic Boarding School Wlingi Blitar provide additional learning programs, including Arabic, English, Javanese (for linguistic intelligence), mathematics and logic (for logical-mathematical intelligence), arts, skills, and sports. Furthermore, project-based and experiential learning programs allow students to develop intelligence according to their interests and talents, as recommended by Schaverien (2015). This integrated approach contributes to the long-term self-development of students.

2. Implementation of Boarding School Education in Producing Multiple Intelligences in Students

With an integrated approach combining general and religious education, this boarding school emphasizes not only academic achievement but also the development of social, emotional, and spiritual skills, all of which are key attributes of successful individuals (Bahari, Jon Iskandar, 2018). The following describes how education at this boarding school develops multiple intelligences in students:

a. Linguistic Intelligence

Arabic, English, and Javanese lessons are integrated into the curriculum to enhance students' linguistic abilities. Students practice speaking and writing in these languages, supported by activities such as discussions, speeches, and Qur'an recitation, which strengthen their linguistic and classical Arabic skills.

b. Logical-Mathematical Intelligence

Formal education in mathematics and science subjects helps students develop logical intelligence and critical thinking. Activities are designed to improve problem-solving and numeracy skills, encouraging students to understand abstract concepts and apply logical reasoning to academic challenges. Additionally, memorizing verses containing mathematical calculations enhances logical-mathematical abilities.

c. Spatial Intelligence

Through cultural arts activities such as calligraphy, drawing, and crafts, students develop spatial intelligence. These extracurricular programs help

students understand space, shape, and design, fostering their appreciation for aesthetics and honing their visualization skills.

d. Kinesthetic Intelligence

Physical activities such as sports, hadrah (traditional Islamic music), and handicrafts are provided to maintain students' physical health and to develop kinesthetic intelligence, which involves motor control and body coordination. These activities teach teamwork and enhance physical skills and health.

e. Musical Intelligence

Programs in vocal arts such as qasidah, nasyid, and traditional music allow students to explore rhythm, melody, and harmony. These activities support creativity in music and contribute to students' emotional development through artistic expression.

f. Interpersonal Intelligence

Boarding school life encourages students to interact, collaborate, and understand the emotions of others. Group activities such as character building, discussions, and community service foster good social relationships and effective communication, helping students develop empathy and vital social skills.

g. Intrapersonal Intelligence

The boarding school curriculum places significant emphasis on self-awareness and character development. Spiritual activities such as daily prayers, muhasabah (self-reflection), and dhikr (remembrance of God) help students gain deeper insights into themselves, improve self-discipline, and build personal responsibility.

h. Naturalist Intelligence

Activities related to nature, such as farming, environmental maintenance, and reforestation programs, encourage students to appreciate and protect the environment. Students learn about the ecosystem and the importance of environmental sustainability, thus fostering their naturalist intelligence.

Through a combination of formal education, religious instruction, extracurricular activities, and the experience of dormitory life, SMPI and Miftahul Ulum Islamic Boarding School aim to produce students who are academically, socially, and spiritually balanced. These students are equipped with multiple intelligences, ready to serve and contribute meaningfully to society.

3. Evaluation of Boarding School Education in Producing Students' Multiple Intelligences

Evaluation at SMPI and Miftahul Ulum Islamic Boarding School Wlingi Blitar is applied systematically across all education units. In the context of developing students' multiple intelligences, evaluation involves assessing various aspects of the education system, from the success of achieving learning objectives to the impact on the development of students' multiple intelligences (Iswahyudi, J. 2020). This evaluation is crucial to ensure that both academic and spiritual goals are optimally achieved (KIRNO, K. 2023).

The following evaluation steps are implemented:

a. Academic Evaluation and Logical-Mathematical Intelligence

1) Tests and Exams: Through daily, mid-semester, and end-of-semester exams, the school evaluates students' achievements in academic fields related to logical-mathematical intelligence.
2) Experimental or Project Activities: In science and mathematics, students are evaluated through projects or experimental tasks that require logical reasoning and critical thinking.
3) Individual Development Monitoring: Teachers continuously monitor students' progress in daily learning to ensure their logical and analytical skills are developing effectively.

b. Linguistic Intelligence Evaluation

1) Oral and Written Communication Evaluation: Students' speaking and writing abilities in Arabic, English, Javanese, and Indonesian are tested. Activities such as speeches, debates, and essay writing are used to assess linguistic intelligence.
2) Teacher Feedback: Teachers provide regular feedback on students' oral and written communication skills, allowing an ongoing assessment of their linguistic development.

c. Interpersonal and Intrapersonal Intelligence Evaluation

1) Social and Disciplinary Observations: Life in the dormitory and social activities provide insights into students' abilities to interact, cooperate, and manage emotions. Teachers and dormitory caretakers monitor students' attitudes toward peers and their sense of responsibility.
2) Reflection and Counseling: Students are evaluated through reflection or counseling activities that help them recognize their strengths, weaknesses, and areas for improvement. Character development is assessed through daily behavior, particularly in terms of discipline, independence, and social sensitivity.
3) Guidance and Counseling Approach: As emphasized by Haryanto (2023), spiritual intelligence and guidance are crucial in preventing stress and supporting students' emotional growth.

d. Kinesthetic Intelligence Evaluation

1) Sports Activities: Students' physical abilities are assessed through participation in sports, martial arts, and other physical activities, focusing on body coordination, motor skills, and endurance.
2) Extracurricular Achievements: Students who excel in extracurricular activities such as dance or theater are evaluated to measure the development of their kinesthetic intelligence.

e. Musical Intelligence Evaluation

1) Art Performances and Exams: Students' musical intelligence is evaluated through performances such as nasyid, qasidah, or other musical activities, focusing on rhythm, melody, and musical skills.

2) Awards and Recognition: Students demonstrating exceptional talent in music are recognized with awards, providing a clear indication of their musical development.

f. Spatial Intelligence Evaluation

1) Art and Craft Assessment: Students involved in visual arts, such as calligraphy or design, are evaluated on their understanding of space, form, and aesthetics.
2) Creative Projects: Students are also assessed through projects that require visual-spatial thinking, such as drawing or painting.

g. Naturalist Intelligence Evaluation

1) Environmental Activities and Nature Projects: Students are evaluated based on their participation in nature-related activities such as planting, reforestation, and environmental upkeep around the dormitory.
2) Environmental Concern Observation: Teachers observe students' level of concern for the environment, reflecting their naturalist intelligence.

h. Holistic Assessment

1) Integrated Observation: Teachers, dormitory caretakers, and guidance counselors collaborate to observe the overall development of students, encompassing academic and social-emotional growth.
2) Parental Feedback: Parents contribute to the evaluation process, providing insights into student development outside the boarding school environment.
3) Periodic Evaluation and Progress Reports: The results of evaluations are recorded periodically, with progress reports shared with students and parents to monitor advancement and identify areas for improvement.

The comprehensive evaluation system at SMPI and Miftahul Ulum Islamic Boarding School Wlingi Blitar ensures that all aspects of students' multiple intelligences are assessed. This approach supports balanced development of both academic and non-academic intelligences, enabling continuous improvement in educational quality.

Table 1 Type and Evaluation

Type of Intelligence	Evaluation Methods	Evaluation Activities
Linguistic Intelligence	1. Oral and Written Communication Evaluation	- Oral and written exams in Arabic, English, Javanese, and Indonesian (speeches, debates, essay writing)
	2. Teacher Feedback	- Periodic teacher feedback on students' communication skills, both orally and in writing
2. Logical-Mathematical Intelligence	1. Academic Exams	- Daily exams, mid-semester exams, and final exams to evaluate academic achievement related to logical-mathematical intelligence

	2. Experimental or Project Activities	- Project or experimental tasks in science and mathematics that require logical understanding and critical thinking
	3. Individual Development Monitoring	- Monitoring students' progress by teachers in daily learning activities
3. Interpersonal and Intrapersonal Intelligence	1. Social and Discipline Observations	- Observation of students' interactions, cooperation, and emotional management in the dormitory
	2. Reflection and Counseling	- Reflection or counseling activities to help students recognize their strengths, weaknesses, and areas for improvement
	3. Character Development Assessment	- Evaluation of daily behavior, discipline, independence, and social sensitivity
4. Kinesthetic Intelligence	1. Physical Activities	- Assessment of physical abilities through participation in sports and other physical activities
	2. Extracurricular Achievements	- Evaluation of students' performance in extracurricular activities involving physical movement (e.g., dance or theater)
5. Musical Intelligence	1. Art Performances and Exams	- Evaluation of musical skills through activities such as nasyid, qasidah, or other music performances
	2. Awards and Rankings	- Awards given to students who demonstrate talent and achievement in music
6. Spatial Intelligence	1. Art and Craft Assessment	- Evaluation of students' skills in visual arts such as calligraphy, drawing, or visual design
	2. Creative Projects	- Evaluation of creative projects involving spatial thinking, such as drawing or painting
7. Naturalist Intelligence	1. Environmental Activities and Nature Projects	- Assessment of students' participation in nature-related activities like planting, reforestation, or environmental maintenance

	2. Environmental Concern Observation	- Observation of students' environmental concern through daily activities related to nature
8. Holistic Assessment	1. Integrated Observation	- Overall development observation by teachers, dormitory caretakers, and guidance counselors (academic, social-emotional)
	2. Parental Feedback	- Feedback from parents about students' development outside the boarding school environment
	3. Periodic Evaluation and Progress Reports	- Periodic progress reports provided to students and parents to monitor development and areas for improvement

D. CONCLUSION

The management of education within the boarding school system requires strong collaboration among stakeholders and policy implementers. The strengths of formal education should complement, rather than overshadow, the content of non-formal education. Effective management minimizes the weaknesses of the boarding school system, ensuring a balanced educational experience.

This study concludes that SMPI and Miftahul Ulum Islamic Boarding School in Wlingi, Blitar, have successfully implemented educational management functions tailored to the specific conditions of these institutions. The goal of the boarding school education system is to nurture students' multiple intelligences, which include linguistic, logical-mathematical, spatial, kinesthetic, musical, interpersonal, intrapersonal, and naturalistic intelligences.

Through a combination of formal education, religious instruction, extracurricular activities, and dormitory life experiences, the institutions produce students who are not only academically proficient but also well-rounded in social, emotional, and spiritual aspects. The comprehensive evaluation system ensures that students' intelligences develop in harmony, supporting their growth into individuals who are balanced, resilient, and capable of contributing meaningfully to society.

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