

Principal Managerial Competence in Administering the Full Day School Program at Pondok Pesantren Tahfizul Qur'an Darussomad

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ABSTRACT

The lack of optimization of the principal's managerial competence in managing the Full Day School program is still a significant problem in improving the quality of education in Islamic boarding schools. This study aims to identify the managerial competence of the principal of the Tahfizul Qur'an Darussomad Islamic Boarding School in managing and developing the Full Day School program. This study uses a qualitative approach with a case study type. Data were collected through interviews and documentation, then analyzed using data reduction, presentation, and verification techniques. The results of the study indicate that: (1) the ability to prepare school plans systematically but needs to improve coordination of implementation; (2) human resource management is quite good but the distribution of tasks and training is still not optimal; (3) transparent management of student affairs and new student admissions but is constrained by facility capacity; and (4) curriculum management that is relevant to national education goals but faces limited implementation time. Improved coordination, teacher training, and facility adjustments are needed to optimize the principal's managerial competence in implementing the Full Day School program in Islamic boarding schools. Thus, this study argues that strengthening the principal's managerial competence is a strategic need to ensure the effectiveness of the implementation of the Full Day School program in order to improve the quality of education in Islamic boarding schools.



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A. INTRODUCTION

Education is a foundation for shaping intelligent and moral individuals through developing cognitive potential, discipline, responsibility, and resilience in facing life's challenges (Rahman et al., 2022; Hidayat & Abdillah, 2019). In response to the demands of 21st-century education, Indonesia has implemented the Full Day School system to optimize students'

academic performance and character development through the holistic integration of formal, spiritual, and emotional learning (Permendikbud, 2017; Arsyadana, 2017; Leasa & Batlolona, 2017).

The implementation of Full Day School has had positive impacts on academic achievement, motivation, behavior, time management, students' social interactions, and school-family collaboration in achieving educational goals (Wahyuni et al., 2018; Suja'i, 2018; Ningsih & Hidayat, 2022; Raharjo et al., 2018). The success of Full Day School depends on the principal's managerial competencies in planning, resource management, supervision, and integrating the national curriculum with religious education in *tahfiz* boarding schools (Djamulia et al., 2022; Krisdiyanto et al., 2019; Ahmad & Susanto, 2020).

Previous research on Full Day School has focused chiefly on its impact on learning outcomes or character formation. However, few studies have examined how principals, particularly in *tahfiz* boarding schools, adapt their competencies to support national policy (Setyawan, 2021). This highlights a research gap in understanding leadership functions in pesantren with a dual curriculum (Iskandar & Narimo, 2019).

The full-day school policy, based on Presidential Regulation No. 87 of 2017, is optional and can be implemented if agreed upon by the school and parents. As a result, many regional schools still apply it under the Ministry of Education and Culture Regulation No. 23 of 2017 (Mappong et al., 2023). Teachers are delighted with the program's implementation, but parents' financial capacity often influences student enrollment. Media analysis reveals negative public perceptions of full-time schooling, although its goal is to reduce socioeconomic disparities and improve working conditions in Croatian schools (Gutović et al., 2025).

The full-day school system effectively builds student character through integrated learning processes, stakeholder support, and systematic educational components based on character-building standards (Benawa et al., 2019). Increased student attendance is an early indicator of the success of this improvement model, which may later be followed by long-term academic performance gains (Covelli et al., 2025). Full-time schooling and education challenge fragmented views of life; however, in a global socio-political context, they reinforce class contradictions and worsen exclusion without significantly changing the reality (Roveroni et al., 2019).

In Vietnam, full-day schooling has the potential to enhance equal opportunities. However, studies show that differences in learning time and resources across social backgrounds persist, and full-time schooling has not yet successfully reduced learning achievement gaps at this stage (Tran & Pasquier-Doumer, 2019). Implementing the Jornada Escolar Completa (JEC) program in Chile's education system brought changes in time management, pedagogical practices, student activities, and internal and external school relationships, significantly impacting learning and requiring a deep understanding of these changes (Martinic, 2015).

School principals are key actors in implementing full-day school and are responsible for coordinating the planning, execution, and evaluation of all programs (Timor et al., 2018). In *tahfiz* boarding schools, principals are also responsible for aligning the national curriculum with religious education, which requires a high level of managerial competence (Shofiyyah et al., 2019). Principals' lack of managerial competence may lead to operational disorganization, declining teaching quality, and failure to achieve holistic educational goals (Wicoksono et al., 2022).

This study aims to identify and analyze the managerial competencies of the principal of Pondok Pesantren Tahfizul Qur'an Darussomad in managing the Full Day School program. The research focuses on four core areas: strategic planning, human resource management, student admission systems, and curriculum development. The findings of this study are expected to contribute theoretically to the discourse on Islamic education management and provide practical solutions for improving leadership quality in tahfiz institutions (Hasanah & Mustofa, 2024).

B. RESEARCH METHODS

This research employs a qualitative approach with a case study design, as it aims to describe and deeply understand the principal's managerial competencies in managing the Full Day School program within the tahfiz pesantren environment (Creswell, 2020). This approach allows the researcher to examine social realities in a contextual and in-depth manner, taking into account the experiences and perspectives of key informants. The study was conducted at Pondok Pesantren Tahfizul Qur'an Darussomad, located in East Lombok Regency, West Nusa Tenggara Province (NTB). This institution was selected because it has implemented a Full Day School model that integrates the formal national curriculum with Qur'anic memorization (tahfiz) in the students' daily learning activities. Data collection techniques included in-depth interviews, limited participant observation, and document analysis. These three techniques were used triangulatively to enhance data validity and enrich the depth of information obtained. The following is a table of the instrument grid based on data collection techniques:

Table 1. Interview Grid

Research Focus	Key Question	Informants
Strategic Planning	How does the principal design the Full Day School program plan?	Principal, Teachers
Human Resource Management	How are task distribution and teacher development carried out?	Principal, Staff
Student Admission	How are the student selection and orientation systems implemented?	Principal, Parents
Curriculum Development	How is the integration of the tahfiz program with the national curriculum applied?	Principal, Teachers

Table 2. Observation Grid

Observed Aspect	Observation Indicator	Location/Activity
Planning Meetings	Involvement of teachers and staff in designing the annual program	Principal's Office
Task Distribution	Assignment of duties and responsibilities to teachers/staff	Daily Briefing
Student Learning Activities	Tahfiz and academic learning activities	Classrooms and Dormitories
Extracurricular Activities	Character-building and soft skills development programs	Hall, School Yard

Table 3. Documentation Grid

Document Reviewed	Purpose of Analysis
School Organizational Structure	To understand the system of role distribution and managerial functions
Annual Work Program	To examine the school's strategic planning
Student Admission Data	To understand the student selection and placement system
Academic and Extracurricular Calendar	To analyze the continuity between tahfiz and academic programs

Data analysis involved three main stages: data reduction, presentation, and conclusion drawing/verification. Data reduction was carried out by filtering relevant information; data presentation was delivered in thematic narratives and tables, while verification was conducted through source triangulation and member checking with key informants. The validity of the data was maintained through technique triangulation, source triangulation, peer debriefing, and informant confirmation. Triangulation was applied to ensure consistency and alignment of data across various techniques and sources. This approach was selected to ensure high credibility and validity, particularly within pesantren-based Islamic education.

C. RESULTS AND DISCUSSION

1. Ability to Prepare School Plans

At Pondok Pesantren Tahfizul Qur'an Darussomad in East Lombok, the principal plays several crucial roles in school planning. These include the ability to design structured program plans, involve various stakeholders in formulating work programs, and ensure that educational goals are achieved by using available resources. The school plan is not merely an administrative formality but serves as the main framework for all school activities, integrating the tahfiz program with the formal education system. The principal's ability to formulate strategic goals and actions is reflected in establishing the institution's vision and mission, developing annual and quarterly work plans, and identifying program needs and priorities. In the planning process, the principal involves teachers and staff in designing programs that are adaptive to local needs and the characteristics of students. This collaboration enhances accountability and strengthens a sense of ownership toward shared goals. (Mukhtar, 2015; Syafarina et al., 2021). This process aligns with the school-based management approach, which emphasizes the involvement of all stakeholders in decision-making. (Tarsan, 2018).

In addition to strategic and participatory aspects, the principal considers the resource dimension in every planning activity. A well-designed school plan encompasses budget management, the distribution of teaching staff, and the effective use of facilities. This is evident in the principal's attention to aligning the number of students with the capacity of classrooms and the availability of teachers. Meticulous planning is key to harmonizing institutional vision with real conditions on the ground. The principal also promotes curriculum development that meets students' needs and establishes extracurricular activities to support holistic character formation (Faslah & Mujahid, 2023). The principal demonstrates visionary leadership by using planning for ongoing evaluation and monitoring. Evaluations are conducted to assess program achievements and adjust policy directions to remain relevant to students' evolving needs. This reflects a reflective and continuous improvement-based managerial practice (Sandra et al., 2023). Furthermore, the principal designs strategies to

enhance teaching quality by encouraging structured teacher training (Solechan et al., 2023). Thus, the school plan functions as an administrative roadmap and a manifestation of professional leadership in building a participatory, efficient, and inclusive school culture.

2. Management of teachers and staff

At Pondok Pesantren Tahfizul Qur'an Darussomad, East Lombok, the principal assumes six key roles in managing teachers and staff, namely: (1) organizing a clear organizational structure and task distribution, (2) conducting performance evaluation and monitoring, (3) facilitating professional development for teachers and staff, (4) fostering supportive communication and leadership, (5) managing conflicts wisely and fairly, and (6) enhancing the quality of the work environment and staff well-being. First, the principal plays a role in establishing a systematic organizational structure and distributing tasks based on the competencies and backgrounds of each teacher and staff member. This effort ensures that every individual works optimally according to their assigned responsibilities. Although task distribution has been implemented, it is not yet evenly executed, thus requiring gradual improvements in the work allocation system (Abrori & Muali, 2020).

Second, performance evaluations are conducted regularly as a means of controlling and supervising the duties of teachers and staff. These evaluations are essential for identifying strengths and weaknesses in the field and serve as a foundation for decisions related to individual and institutional development. Emphasized that principals should use evaluation as a tool to measure managerial effectiveness (Kompri, 2017). Third, the principal supports professional development by providing access to training, workshops, and other developmental programs. Career development support is a form of appreciation and a strategy to enhance instructional quality. Well-designed professional development programs can boost teachers' motivation and productivity in achieving institutional goals (Khana et al., 2023).

Fourth, the principal cultivates a supportive work environment through open communication and participatory leadership. Interpersonal relationships among the principal, teachers, and staff are built on mutual respect and trust. A supportive leadership style fosters greater engagement and performance among educators. Inspirational leadership is also necessary to mobilize the team toward educational quality targets (Kastawi et al., 2021). Fifth, conflict management is a critical aspect of the principal's responsibilities. Differences in opinions and interests can emerge anytime within a school setting. The principal must be capable of resolving conflicts through fair, communicative, and solution-oriented approaches. This is supported by findings indicating that a principal's mediation skills significantly affect team stability and harmony (Putrayana et al., 2018). Understanding personnel regulations to ensure objective conflict resolution is also emphasized (Sangsurya et al., 2021). Sixth, the principal plays a significant role in creating a healthy and supportive work environment. Beyond maintaining physical and psychological comfort, attention must also be given to the well-being of teachers and staff, including moral appreciation and emotional support. Regular evaluations, constructive feedback, and innovations in human resource management systems are part of the strategy to improve the quality of the work environment. All these efforts contribute to developing a productive, resilient, and adaptable human resource management system (Andriani, 2008).

3. Management of Student Affairs and New Student Admissions

At Pondok Pesantren Tahfizul Qur'an Darussomad in East Lombok, the principal carries out five key roles in student management, particularly in the admission of new students, namely: (1) establishing a transparent and standardized admissions system, (2) placing students based on their potential and competencies, (3) providing support services that address student needs, (4) designing student skill development programs, and (5) fostering partnerships between the school, parents, and the community. In the first role, the principal establishes an admissions system that is informative, transparent, and based on standard operating procedures. The admissions process is carried out professionally and in stages, involving a dedicated committee responsible for administrative screening and observation of prospective students. This process aims to ensure that admitted students meet the academic and religious criteria the institution sets. The importance of a fair admissions system to maintain the quality of educational input is emphasized (Imron, 2023). The student placement policy based on initial ability mapping demonstrates the second role. In collaboration with teachers, the principal determines class placement that aligns with students' academic and tahfiz competencies. This strategy helps prevent learning disparities within the classroom and fosters a conducive learning environment. Placement based on individual needs enhances learning outcomes and curriculum effectiveness (Rifa'i et al., 2018; Minsih et al., 2019).

Furthermore, the principal is responsible for providing support services that ensure students' comfort and meet their basic needs. Despite facing facility limitations due to the growing number of students each year, the principal strives to ensure the availability of learning spaces, worship facilities, and a safe learning environment. These support services include dormitory accommodations, meal programs, and integrated character development programs (Aprilianto et al., 2021). In the fourth role, the principal designs various student development programs. These include extracurricular activities, character-building training, and soft skills development aimed at fostering students' holistic growth. Principals are responsible for ensuring that students grow academically, socially, and emotionally in preparation for the complexities of real-life challenges (Prihantini et al., 2022). The fifth role is reflected in the principal's efforts to build synergy with parents and the surrounding community. The principal creates a support network that strengthens the educational function through outreach programs, parent meetings, and alumni involvement in school promotion. The success of student education depends not only on the school but also on the quality of collaboration between the school and students' social environment (Satria et al., 2019).

4. Management of Curriculum and Educational Activities

At Pondok Pesantren Tahfizul Qur'an Darussomad, East Lombok, the principal assumes six essential roles in curriculum management and educational activities: (1) ensuring curriculum alignment with national standards, (2) adapting the curriculum to the pesantren context, (3) monitoring and evaluating curriculum implementation, (4) promoting teacher competency development, (5) designing supportive activities aligned with national education goals, and (6) establishing external partnerships to support curriculum implementation and school programs. The first role is carried out by ensuring that all subjects taught comply with national education standards regarding structure, content, and scheduling. The national curriculum is adapted to the educational levels offered at the pesantren, enabling students to receive both Qur'anic memorization (tahfiz) and formal academic instruction. Wahyudin,

(2018) highlights the importance of harmonizing the national curriculum with institutional curricula to achieve a comprehensive quality of education.

The second role is reflected in curriculum contextualization to suit the unique characteristics of the pesantren and the needs of its students. The principal integrates religious and general education into a single, unified system, while adapting instructional content to the local culture and needs of the students. This demonstrates an effort not only to adjust the curriculum structure but also to create content that is meaningful and relevant (Santika, 2017). The third role involves active monitoring and evaluation of curriculum implementation. The principal supervises the learning process through classroom observation and teacher discussions, ensuring that teaching is effective and aligned with the planned curriculum. However, the tight schedule of the Full Day School model presents challenges to maximizing implementation (Sabrina et al., 2020).

The fourth role focuses on enhancing teacher competencies. The principal facilitates training, workshops, and direct coaching to help teachers develop innovative teaching strategies that align with the characteristics of pesantren students. These efforts are intended to promote dynamic, student-centered learning that encourages engagement and autonomy. (Solana & Mustika, 2023). The fifth role is manifested in the planning and implementing educational activities that support students' character development, such as extracurricular programs, moral guidance, and skill-building initiatives. These activities are designed to support the national educational goals of producing intellectually capable, spiritually and socially mature learners. This aligns with Hakim, (2019), who emphasized that educational programs should emphasize character strengthening and value formation. The sixth role involves partnerships with external stakeholders, including parents, the local community, and alumni. These collaborations include support for pesantren programs, participation in student development activities, and involvement in program evaluation. Such partnerships are essential for sustaining educational programs and ensuring social engagement in advancing Islamic educational institutions.

D. CONCLUSION

At Pondok Pesantren Tahfizul Qur'an Darussomad, East Lombok, the principal demonstrates managerial competencies across four key domains in managing the Full Day School program. First, in planning, the principal shows the ability to develop work programs systematically and actively, involving teachers and staff in the process. However, there remains a need for improvement in coordination and monitoring during the implementation phase. Second, in human resource management, the principal has established a clear organizational structure, conducted performance evaluations, and facilitated teacher professional development. Nevertheless, challenges remain regarding task distribution and the ongoing need for targeted training and capacity building. Third, the principal has successfully developed a transparent and gradual student admission system in student management, ensuring fair selection based on institutional criteria. However, the institution continues to face facility constraints due to the increasing number of students. Fourth, in managing the curriculum and educational activities, the principal has effectively integrated the national curriculum with the Islamic values characteristic of the pesantren. This includes supervising curriculum implementation and designing supporting programs to strengthen students' character and competencies. Overall, the principal has exercised

managerial functions effectively within the context of a tahfiz-based pesantren implementing the Full Day School model. However, there is a continued need to strengthen coordination, evaluation, and ongoing development to ensure the program achieves optimal and sustainable outcomes.

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AUTHOR CONTRIBUTIONS

- Author 1 : Draft, conceptualization, data curation
- Author 2 : Investigation, project administration, writing review and editing.
- Author 3 : Writing review and editing, formal analyzed.

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