ORGANIZING THE DEVELOPMENT OF MODERN BOARDING SCHOOL EDUCATION

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Abstract :

Modern Islamic boarding school is a concept that aims to combine two important components. Integration of the Islamic boarding school curriculum in the context of the national curriculum in Islamic boarding schools in education, namely the Islamic boarding school curriculum and the national curriculum. In this case, the main aim of curriculum integration is to unite religious education taught in Islamic boarding schools with general education regulated in the national curriculum, so that students can obtain comprehensive knowledge and skills. This research uses a qualitative approach. The main reason researchers used this approach was to explore various data regarding the formation of prophetic leadership through the Islamic boarding school's mandatory work program. This type of research is a case study. It is called a case study because this research seeks to find the system that forms the prophetic leadership spirit of students in Islamic boarding schools through the Islamic boarding school assignment delivery program. Therefore, data collection was carried out in three ways, namely observation, interviews and documentation. The purpose of this writing is to find out about organizing modern Islamic boarding school education, after research into organizing the development of modern Islamic boarding school education requires the structure and principles of organizing in modern Islamic boarding school education. The structure of modern Islamic boarding school education that must exist is: a. Leaders or Teachers of Islamic Boarding Schools. b. Daily Management Board (BPH) for Academic Affairs. c. Dormitory or Islamic boarding school sector. d. Field of Independence and Skills Developmente. e. Health and Counseling Sector. f Extracurricular Sectors and Talent Interest Development. g. Finance and Administration Unit

Keywords : *Organizing, Educational Development, Boarding School.*

Abstrak :

Pesantren modern merupakan suatu konsep yang bertujuan untuk memadukan dua komponen penting. Integrasi kurikulum pesantren dalam konteks kurikulum nasional di pesantren dalam bidang pendidikan, yaitu kurikulum pesantren dan kurikulum nasional. Dalam hal ini, tujuan utama integrasi kurikulum adalah menyatukan pendidikan agama yang diajarkan di pesantren dengan pendidikan umum yang diatur dalam kurikulum nasional, sehingga santri dapat memperoleh pengetahuan dan keterampilan yang komprehensif. Penelitian ini menggunakan pendekatan kualitatif. Alasan utama peneliti menggunakan pendekatan ini adalah untuk menggali berbagai data mengenai pembentukan jiwa kepemimpinan profetik melalui program kerja wajib pesantren. Jenis penelitian ini adalah studi kasus. Disebut studi kasus karena penelitian ini berupaya untuk menemukan sistem yang membentuk jiwa kepemimpinan profetik santri di pesantren melalui program penyampaian tugas pesantren. Oleh karena itu, pengumpulan data dilakukan dengan tiga cara, yaitu observasi, wawancara dan dokumentasi. Tujuan penulisan ini adalah untuk mengetahui tentang penyelenggaraan pendidikan pesantren modern, setelah dilakukan penelitian tentang penyelenggaraan pengembangan pendidikan pesantren modern diperlukan adanya struktur dan prinsip-prinsip penyelenggaraan dalam pendidikan pesantren modern. Struktur pendidikan pesantren modern yang harus ada yaitu: a. Pimpinan atau Guru Pesantren. b. Badan Pengurus Harian (BPH) Bidang Akademik. c. Bidang Asrama atau Pondok Pesantren. d. Bidang Pengembangan Kemandirian dan Keterampilan. e. Bidang Kesehatan dan Konseling. f. Bidang Ekstrakurikuler dan Pengembangan Minat Bakat.

g. Satuan Keuangan dan Tata Usaha

Kata Kunci : Pengorganisasian, Pengembangan Pendidikan, Pesantren.

INTRODUCTION

Islamic boarding school education in Indonesia has a long history in forming a generation with noble character and religious knowledge. Along with the development of the times, Islamic boarding schools no longer only function as traditional religious educational institutions, but have also transformed into modern Islamic boarding schools that combine religious and general education (Kusumawati & Nurfuadi, 2024). This transformation was carried out to answer the increasingly complex needs of society, as well as to prepare Islamic boarding school graduates to be able to compete in the dynamic modern world (Ansori et al., 2024).

Nowadays, management is not only focused on managing companies or institutions, but also on managing religious education such as Islamic boarding schools. Islamic boarding school management has an important role in the development and development of Islamic boarding schools (Saefulloh et al., 2019). Moreover, many Islamic boarding schools in the digital era like today, in their learning systems not only use classical methods, but also modern learning (adapting to the times). Islamic Boarding School Management in the Digital Era through modernization of important components in Islamic boarding schools while maintaining the sacredness and culture contained in Islamic boarding schools. In addition, renewal and improvement of resources need to be increased as a regeneration effort to continue leadership whose existence not only depends on the charisma of the kyai, but also its existence has good management and programs. This is what causes Islamic boarding schools to still exist today (Arief & Assya'bani, 2022).

Modern Islamic boarding school is a concept that aims to combine two component important Integration curriculum Islamic boarding school in context curriculum national on cottage in education, that is curriculum Islamic boarding school And curriculum national. In matter This, objective main from integration

curriculum is For unite education religion Which taught in Islamic boarding school with education general Which set up in curriculum national, so that student can gain knowledge and skills Which comprehensive (Wulandari, 2020).

This concept of integration is based on the understanding that education must include intellectual, emotional, and spiritual aspects of students. By integrating the pesantren curriculum which has a focus on religious and moral values with a national curriculum that includes various general subjects, it is hoped that graduates will have holistic intelligence and capable face challenge in life modern (Guidance, 2022).

A number of cottage Islamic boarding school modern in Indonesia has apply draft integration the pesantren curriculum in this national curriculum. Through the implementation of curriculum integration, education in modern Islamic boarding schools can improve its quality, especially in terms of religious education And moral (Musfah et al., 2020).

The integration of the pesantren curriculum and the national curriculum also has an important role in Strengthen students' Islamic identity. By integrating religious values into the curriculum national, student will more capable understand And to practice teachings religion in a way comprehensive. In addition, this integration also helps students strengthen their character and values. Islam in self they (Rona Napitupulu, 2023).

In a broader context, the integration of the pesantren curriculum into the national curriculum on cottage Islamic boarding school modern Also give preparation Which Good for student in facing the challenges of the modern world (Indana & Nurvita, 2020). By having knowledge strong religious and general skills acquired from the national curriculum, students will can face change And challenge with courage And trust self (Kusumawati, nd).

In general overall, integration curriculum Islamic boarding school in context curriculum national on Modern Islamic boarding schools have an important role in improving the quality of education, strengthen students' Islamic identity, and prepare them to face the world modern. In era globalization And

progress rapid technology, integration curriculum This become relevant strategies to maintain the sustainability of Islamic boarding schools as educational institutions play an active role in building character And moral students (Jamaludin, 2021).

Several previous studies have discussed the management of Islamic boarding schools in the modern era. As in the research conducted by (Alam & Maulana, 2021), curriculum planning is carried out by limiting the curriculum and formulating the syllabus. The organization of the curriculum is carried out by determining the curriculum structure and dividing the tasks of teachers or ustaz. The implementation of the curriculum is carried out through the process of teaching experience and assessment as well as reporting learning outcomes. Curriculum evaluation is carried out by evaluating subjects and evaluating the time for completing teaching. Then the research conducted by Auline Oktaria et al. (Oktaria et al., 2023), the role of Islamic boarding schools in the era of computers and the internet can now utilize various technologies rather than being trapped in the world of technology. Islamic boarding schools can also use digital technology in preaching, bureaucracy, and administration. Islamic boarding schools must take at least two constructive actions, namely being able to adapt to the development of the times without losing their identity as Islamic boarding schools and being able to fill the digital space wisely (Fauzi et al., 2020).

Modern Islamic boarding schools require a structured and effective organizing system to ensure the achievement of comprehensive educational goals. Organization in modern Islamic boarding schools includes the division of roles and responsibilities in various fields, such as academics, dormitories, skills development, and student health. A good organizing system allows modern Islamic boarding schools to carry out educational functions, character building, and student competency development more efficiently and in a targeted manner (Fauziyah, 2022).

In addition, the structured organizing system in modern Islamic boarding schools also provides space for innovation and development of individual

potential. With a clear division in the organizational structure and effective management span, Islamic boarding schools can optimize their resources and improve the quality of educational services (Prasanti, 2017). The challenges of globalization, technological developments, and the demands of the world of work require Islamic boarding schools to be able to adapt, and this requires an adaptive and responsive management system (Nugroho, 2021).

Therefore, this paper aims to analyze the principles of organizing in the development of modern Islamic boarding school education. The main focus of this paper is to discuss various approaches in organizing, such as division of tasks, management span, to effective coordination between sections, all of which are needed to support the achievement of Islamic boarding school education goals. With this analysis, it is hoped that it can contribute to improving the quality of the organizational system in modern Islamic boarding schools so that Islamic boarding schools are able to produce generations that are not only superior in religious knowledge, but also competent in facing the challenges of the times (Wahyudi, 2019).

Organizing is one of the 4 functions of Management. Generally, the organizing function is carried out after the planning function (Purwanti, 2023). This can be seen from the order of the 4 management functions which include Planning, Organizing, Leading and Controlling which in English is usually called POLC (Planning, Organizing, Leading and Controlling) (Noor et al., 2023).

To discuss further about organizing, we need to know what is meant by Organization, which is the basic word of the term "Organizing". According to Dian Wijayanto (2012:126), an Organization is a group of two or more people who work together in a structured manner to achieve goals. The goals of the organization are the result of decisions made in the planning phase. So here it is more clearly stated that organizing will be carried out after Planning (Kusumawati & Nurfuadi, 2024).

Meanwhile, Organizing is a process for determining, grouping, arranging and forming work relationship patterns of people to achieve organizational

goals. According to Schermerhorn, Organizing is the process of arranging people and other resources to work towards common goals. In organizing, the preparation of the organizational structure is very important so that everyone in the organization clearly knows their duties or jobs, responsibilities, rights and authorities. clearly their duties or jobs, responsibilities, rights and authorities (Noor et al., 2023).

RESEARCH METHODS

This study uses a qualitative approach. The main reason researchers use this approach is to explore various data about the formation of prophetic leadership through the compulsory Islamic boarding school assignment program. The type of research is a case study. It is called a case study because this study seeks to find the interweaving of systems that form the prophetic leadership of students in Islamic boarding schools through the Islamic boarding school assignment program. Therefore, data collection is carried out in three ways, namely observation, interviews and documentation. (Harmathilda et al., 2024), The next step is data analysis. In this data analysis process, researchers use three stages, namely condensation, display and verification. To strengthen that the data obtained is truly credible data, a data validity analysis is carried out. At this stage, the triangulation process is carried out, both data triangulation, sources or time. Through this process, the existence of data will be truly tested for credibility so that the results of this study can be accounted for (Nasution, 2015).

RESULTS AND DISCUSSION

Organizing is one of the 4 functions of Management. Generally, the organizing function is carried out after the planning function. This can be seen from the order of the 4 management functions which include Planning, Organizing, Leading and Controlling which in English is usually called POLC (Planning, Organizing, Leading and Controlling) (Hidayat, 2024).

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Development curriculum covering a number of component For developed.Covering development objective, done as effort For base or runway organization Education (Ansori, 2021). Development content/material, on curriculum development in Islamic boarding schools adopts the national curriculum as a guideline For enter eye lesson general added with load local And development self (Budiyono, 2021). Development strategy, done For determine methodology teaching and also strategy other For reach objective education in Islamic boarding schools. Development of evaluation, to see to what extent the curriculum can be implemented. Curriculum development has a positive impact on the boarding school Islamic boarding schools. Such as improving the quality of Islamic boarding school education as a whole by strengthening learning materials by adopting existing standards and competencies in the national curriculum. By adopting standards and competencies from the national curriculum national require Islamic boarding school For connected with world outside. Matter This makeThe existence of Islamic boarding schools is visible in other institutions, making it easier for students to further education because it is connected to institutions outside the Islamic boarding school. The purpose of curriculum development in Islamic boarding schools by adopting existing parts national curriculum namely integrating education religion and science modern. So it is hoped that students will not only learn religious knowledge, but also balance it between knowledge religion And knowledge modern. With thus, can preparestudents with comprehensive knowledge and skills in both fields said (Maspitah, 2024).

Draft integration curriculum that is connect lesson without remove characteristics from each lesson. Connect lesson This aiming For make each lesson is interconnected and related (Hajjaj, 2021). Curriculum integration is adaptive, namely the involvement of students to innovate, be creative, proactive and enthusiastic in the implementation of education. Then, inclusive means inviting students to can adapt during learning. The last nature of integration is *scientific* , learning use rules science with method scientific For collecting data such as observations, experiments, interviews, and processing information or data. Integration curriculum integrated shared become three form that is in planning curriculum factor child become attention main (*The Child Centered Curriculum*), curriculum become functions main life social as base organizing experience learning (*The Social Function of Curriculum*), in planning the curriculum for children's needs is the main concern (*The Experiment Curriculum*) (Musfah et al., 2020). School pattern general and Islamic boarding schools, namely religious education is organized both as part of curriculum school and also in form load local. In integration the, program education religion in a way comprehensive merge principles education Islamic boarding schools that are traditionally based with a general education system. With an approach With this, it is hoped that students or Islamic boarding school students can obtain adequate religious knowledge. after completing formal education. Boarding school dormitories and teaching are provided special in term time certain as specialization religious, along with continue education they to level Which more tall.

Meanwhile, Organizing is a process for determining, grouping, arranging and forming work relationship patterns of people to achieve organizational goals. According to Schermerhorn (1996:218), Organizing is the process of arranging people and other resources to work towards common goals. In organizing, the preparation of organizational structure is very important so that everyone in the organization knows clearly their duties or jobs, responsibilities, rights and authorities (Anshori, nd).

In order to carry out the organizing function effectively, a manager should have certain guidelines so that they can make decisions and act in accordance with the decisions taken (Khanafi, 2024).

Organizing in education in modern Islamic boarding schools usually involves a more systematic and structured approach compared to traditional Islamic boarding schools (July, 2024). The following are forms of organization in modern Islamic boarding schools: 1. Division of Curriculum with Curriculum in modern Islamic boarding schools usually combines: a. National Curriculum , Religious Curriculum, Islamic Boarding School Curriculum, Student Activity Management. b. Regular Schedule : Modern Islamic boarding schools usually have a more structured daily activity schedule for students. Activities ranging from congregational prayers, religious studies, studying, to extracurricular activities such as sports and arts. c. Periodic Evaluation : The learning process and student activities are supervised through periodic evaluations, both academic and non-academic. This evaluation can be in the form of exams, tahfidz tests (memorization of the Qur'an), and moral assessments. 2. Technological Approach: a. Many modern Islamic boarding schools apply technology to facilitate administration and communication between the Islamic boarding school, parents, and students. b. E- learning: Online-based learning has begun to be implemented to enrich learning methods, especially to support general lessons or foreign language learning. 3. Development of Independence and Leadership. a. Student Organization (OSIS Pesantren or similar) : A forum that trains students in organizing activities and fosters a sense of responsibility. b. **Life Skills Training** : Includes entrepreneurial skills, farming, cooking, or others that support students' independence in the future. With this structure, modern Islamic boarding schools can combine strong Islamic education with an effective management approach, so that students have a balance between religious knowledge and modern life skills.

According to Suprapto (2014) the objectives of modern Islamic boarding school education usually focus on the holistic development of students, both in

religious, scientific, and social aspects. The following are the principles and objectives generally adopted by modern Islamic boarding schools: 1. Principles of Modern Education: a. Islamic Principles: Based on Islamic values that prioritize morals, knowledge, and good deeds. Education seeks to form students who are faithful and pious and have good morals. b. Principles of Independence: Modern Islamic boarding schools teach independence in various aspects of life, both in terms of economics, life skills, and personal responsibility. This is to form students who are able to be independent after graduating. c. Principles of Nationality and Culture: Prioritizing national values and respecting the diversity of Indonesian culture. Modern Islamic boarding schools often integrate nationalist education so that students have a sense of love for the country and a spirit of patriotism. d. Principles of Renewal: Combining traditional Islamic values with the development of science and technology. Modern Islamic boarding schools strive to keep up with the times without abandoning Islamic roots. e. Principle of Balance: Maintaining a balance between religious education and general knowledge, as well as between the development of the mind, body, and spirit of students. 2. Objectives of Modern Islamic Boarding School Education: a. Forming Religious and Noble Personalities. b. Producing Scholars with Broad Insights and Intellectuals. c. Producing Leaders with Integrity and Visionary. d. Encouraging Independence and Life Skills. e. Forming a Society with a Social Spirit and Positive Contribution. f.   Becoming a Center for Learning Science and Innovation. Through these principles and objectives, modern Islamic boarding schools aim to educate students so that they not only become religious experts, but also have broad insights, are independent, and are able to face modern challenges with Islamic values as the basis of their lives.

Structure and Principles of Organizing Modern Islamic Boarding School Education

The organizational structure in modern Islamic boarding schools is generally more structured and organized to support an education system that aligns religious knowledge with general knowledge. The following is a common

organizational structure in modern Islamic boarding schools: a. Leader or Supervisor of the Islamic Boarding School. b. Daily Management Board (BPH) for Academic Affairs. c. Dormitory or Student Affairs Affairs. d. Independence and Skills Development Affairs. e. Health and Counseling Affairs. f. Extracurricular and Talent Development Affairs. g. Finance and Administration Unit (Nasution, 2015).

The organizational structure in modern Islamic boarding schools is generally more structured and organized to support an education system that aligns religious knowledge with general knowledge. The following is a common organizational structure in modern Islamic boarding schools: a. Leader or Supervisor of the Islamic Boarding School. b. Daily Management Board (BPH) for Academic Affairs. c. Dormitory or Student Affairs Affairs. d. Independence and Skills Development Affairs. e. Health and Counseling Affairs. f. Extracurricular and Talent Development Affairs. g. Finance and Administration Unit (Nasution, 2015).

Next is the organizing stage, organizing is one of the important stages in the management system. This is because in the organizing stage, the implementation of the management of an Islamic educational institution can be carried out by dividing the person in charge and each *job disk* . The organization of the salafmodern Islamic boarding school has not been realized properly, because some of its administrators have responsibilities as administrators.

In management, a clear organizational structure is needed. This aims to ensure that the planning carried out can run in a structured manner. According to Fitri Hidayati et al., division of tasks is needed in managing the organization. This is because there is a close relationship in an organization, the larger the organization, the more complex the relationship. This course institution must have a structured organizational structure so that the organization is organized (Hidayati et al., 2019).

The organization in the management of salafmodern Islamic boarding schools has not been implemented properly, because the organizational structure

has not been installed. However, in terms of division, it has been implemented clearly in accordance with the division of each task.

The managers of the Sahid Modern Islamic Boarding School in carrying out their mandate are required to internalize and practice 5 (five) principles of work commitment which include: *First* , Honesty. An honest attitude is a reflection of a person's piety. Because a pious person is not just someone who knows that Allah SWT exists, but a pious person is someone who truly experiences the existence of Allah SWT so that he always feels watched by Him with full affection. then a pious person will not dare to do something that violates His prohibitions, because he feels that everything that is implied in his heart and all the words and deeds he does are known by Him.

What is meant by honest here is honest to Allah SWT and yourself, honest to others, don't be honest to yourself. As for being honest to others, don't be honest . It means being honest in everything and to anyone. This *honest attitude* will harm the institution. Therefore, managers must know what is secret and what is not, who to talk to, how to talk, what the consequences are if told the truth, and so on.

Second, discipline. Namely **,** all worship in Islam must be carried out at the time and in the manner that has been determined. This is taught, to be disciplined in all things, because, discipline is the key to success in the world and the hereafter.

Discipline must start from ourselves so that others will follow what we do. Thus, discipline is not just rhetoric or written rules, but discipline truly becomes the identity of every person at the Sahid Modern Islamic Boarding School because Allah SWT condemns people who only say but do not do it.

*Third***,** responsibility. That is, to be able to implement the two principles above, namely honesty and discipline, the managers must be truly aware that they will definitely be responsible to Allah SWT for all the tasks entrusted to them, including those related to the Sahid Modern Islamic Boarding School.

Fourth, Hard work. The three principles explained above, namely honesty, discipline, and responsibility, mean nothing if they are only in theory or mere discourse. Therefore, it must be proven in a real work ethic in every activity, namely in the form of well-organized "hard work".

This hard work must be based on sincere intentions to hope for the pleasure of Allah SWT alone and accompanied by prayer and trust in Him sincerely. This principle of hard work, God willing, will be consistent and continuous, never giving up even though there are many challenges faced, because people who work lillah will not feel tired.

Fifth, achievement. That is hard work done sincerely, well organized, accompanied by prayer and sincere trust and trust as described above, God willing will produce results, namely the expected "achievement".

The organizing principle in modern Islamic boarding school education aims to create a structured learning environment and support the development of students in various aspects. The following are the principles that are usually applied in organizing education in modern Islamic boarding schools: a. Religious principle. b. Integration principle. c. Independence principle. d. Togetherness and Social principle. e. Professionalism principle: The organizing principle in modern Islamic boarding school education aims to create a structured learning environment and support the development of students in various aspects. The following are the principles that are usually applied in organizing education in modern Islamic boarding schools (Nasution, 2015) .

Organizing Level and Management Range of Modern Islamic Boarding School Education

The level of organizing and management span in modern Islamic boarding school education serves to ensure that all activities run effectively and efficiently, and are able to meet the educational goals that have been set. According to Greaves & Bahous, (2021) there are several levels of organizing and management span in modern Islamic boarding schools:

1.Organizing Levels in Modern Islamic Boarding Schools: a. Leadership Level (Top-Level Management): This level consists of the highest leaders of the Islamic boarding school, such as Kyai, Pesantren Caretaker, or Pesantren Director. b. Managerial Level (Middle-Level Management): Consists of Deputy Caretakers, Principals, or Directors of Education** who are responsible for managing the operational activities of the Islamic boarding school in various fields, such as academics, dormitories, health, and finance. c. Supervision and Implementation Level (Operational-Level Management): Consists of coordinators, heads of divisions, musyrifs (dormitory caretakers), and teachers (Fauziyah, 2022) . They are tasked with implementing daily operational policies in various units, including teaching, extracurricular activities, and student guidance. At this level, the administrators work directly with students and ensure that they implement the applicable schedules and rules (Abidin, 2023) .

2. Management Range in Modern Islamic Boarding Schools: a. Academic Management Range: Includes management of curriculum, lesson schedules, learning, and student evaluation. Usually the principal or head of education is responsible for the teachers and academic coordinators, who supervise groups of teachers and other teaching staff. Student and Dormitory Management Range: Manages student activities in the dormitory, including discipline, character building, and cleanliness. The head of the dormitory or dormitory coordinator is responsible to the deputy caretaker or head of the student division. They supervise the musyrif or dormitory supervisors who are directly responsible for guiding students in their daily lives. b. Extracurricular Management Range: Extracurricular coordinators manage non-academic activities, such as sports, arts, religion, or life skills (Haris, 2023). Extracurricular supervisors are usually responsible for groups of students in certain fields and coordinate with teachers or the principal to arrange activity schedules. c. Financial and Administrative Management Range: Responsible for financial management, operational budget, and administration of the Islamic boarding school, such as student data, teacher data, and financial reports. The treasurer or head of administration works under

the leadership of the Islamic boarding school to ensure budget implementation is in accordance with the needs of the Islamic boarding school. d. Health and Counseling Management Range: Taking care of the physical and mental health of students through health services and counseling guidance. Consists of medical personnel, counselors, and psychologists, who work together with teachers and dormitory supervisors (Hartono Hartono & Mujazin Mujazin, 2024).

3. Span of Control Settings: a. Narrow Span of Control: Usually applied in areas that require close supervision and direct contact, such as at the dormitory level or character guidance. In this span, a mentor supervises a limited number of students to ensure more intensive coaching. b. Wide Span of Control: Usually applied in areas that involve many members, such as extracurricular or academic areas, where one head of the field can supervise several teachers at once. This allows for efficiency, but still requires regular coordination and evaluation.

4. Coordination and Communication Between Levels: a. Routine Meetings: Involving leadership meetings, managerial meetings, to meetings with teachers or dormitory supervisors to maintain synchronization between fields. b. Periodic Reporting: Each level carries out periodic reporting to ensure that all programs run according to plan and can be resolved immediately if there are obstacles. c. Formal and Informal Communication Channels: Through daily or weekly coordination between teachers, dormitory supervisors, and students to build good relationships and provide clear direction. With a good level of organization and the right management span, modern Islamic boarding schools can run more effectively, with a clear division of tasks and strong coordination between structures to support the success of education and development of students (Umar, 2024).

Organizing Parts and Definitions

Organizing is grouping in determining various important activities and giving authority to carry out activities. Bufford argues that *organizing* includes job specialization, division of departments from a formal structure or organizing tasks into work units (Umar, 2024)**.**

From the description above, it can be understood that organizing *is* the determination, grouping and arrangement of various activities needed to achieve goals, the placement of people in these activities, the appointment of authority delegated to each person. Thus, organizing has the following characteristics: Organization as a System, Organization as a Structure, There is conscious planning, and There is Coordination and Cooperation (Famila, 2023).

In the practice of organizing *at* the Sahid Modern Islamic Boarding School, in general the organizational structure of the Sahid Modern Islamic Boarding School consists of several elements, namely: top management of *al-idâro h al-'ulya* which is usually controlled by the Founding Chairperson and Supervisor and Daily Leadership, Organizational management of *al-idâro h al-jam'iyah* which consists of elements of Pimhar, Ulama Council, Heads of Education Units, Asatidz, Murobi and Murobiyah, as well as male and female employees.

Organizing , at the Sahid Modern Islamic Boarding School, is carried out with orderly management with a detailed structure and division of tasks starting from the work procedures of the management, instructions for implementing the management's duties, honorarium systems and technical personnel. And everything is regulated in the ISO 9001: 2000 Quality Management System. where the Sahid Modern Islamic Boarding School since April 23, 2008, the Sahid Modern Islamic Boarding School Bogor has received the ISO Quality Management System certificate *(* Fauziyah, 2022).

A true idealism or a good work plan will not be realized if it is not well organized. In this case, a cleric reminds us that a truth that is not well organized will be defeated by a well-organized falsehood (Maspitah, 2024).

CONCLUSION

schools can combine strong Islamic education with an effective management approach, so that students have a balance between religious knowledge and modern life skills. Modern Islamic boarding schools aim to educate students not only to become religious experts, but also to be broad-

minded, independent, and able to face modern challenges with Islamic values as the basis of their lives. The principle of organizing in modern Islamic boarding school education aims to create a structured learning environment and support the development of students in various aspects. The level of organizing and management span in modern Islamic boarding school education serves to ensure that all activities run effectively and efficiently, and are able to meet the educational goals that have been set.

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