



Evaluation of the Implementation of Boarding School Program in an Effort to Enhance the Achievement of a Solution in Man 1 City Bandung

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Abstrak

Latar belakang penelitian ini adalah adanya permasalahan strategis terkait mutu madrasah berasrama yang perlu diperhatikan demi efektivitas penyelenggaraan madrasah berasrama di masa depan. Penelitian evaluatif dengan pendekatan kualitatif ini mengambil studi kasus pada madrasah berasrama Al Murabby MAN 1 Kota Bandung. Data dan informasi yang digunakan dalam penelitian ini diperoleh dari pemikiran para ustadz, pengasuh, pengelola, pakar, dan pejabat terkait, serta melalui analisis terhadap penyelenggaraan madrasah berasrama di MAN 1 Kota Bandung. Hasil penelitian menunjukkan bahwa pertama, dalam penilaian konteks, madrasah berasrama MAN 1 Kota Bandung mengevaluasi kebutuhan, masalah, peluang, dan aset sebagai dasar untuk menetapkan dan menilai tujuan serta prioritas. Kedua, dalam penilaian input, pihak madrasah mengidentifikasi dan mengevaluasi berbagai pendekatan serta rencana alternatif untuk memenuhi kebutuhan yang telah diidentifikasi dan mencapai tujuan yang ditetapkan. Ketiga, dalam evaluasi proses, pihak madrasah memantau, mendokumentasikan, dan memberikan umpan balik untuk memperkuat implementasi program. Keempat, pada penilaian produk, pihak madrasah mengidentifikasi dan menilai hasil yang diinginkan dan yang tidak diinginkan, baik yang bersifat positif maupun negatif.

Kata Kunci: Evaluasi, Madrasah Berasrama, Mutu Lulusan, MAN 1 Kota Bandung

Abstract

The background of this research is the presence of strategic issues related to the quality of dormitories that need to be taken into account for the effectiveness of maintenance of dormitory in the future. The evaluative research with this qualitative approach took a case study on a boarding school Al Murabby MAN 1 City Bandung. The data and information used in this study were obtained from the thoughts of the educators, nurses, managers, experts, and related officials, as well as through the analysis of the maintenance of dormitories in MAN 1 Kota Bandung. The results of the research showed that first, in the context assessment, the madrasah assessed needs, problems, opportunities, and assets as the basis for setting and evaluating goals and priorities. Second, in input assessments, the Madrasah identified and evaluated various approaches and alternative plans to meet the identified needs and the objectives set. Third, in process assessment the school monitored, documented, and provided feedback to strengthen the implementation of the program. Fourth, in product assessment of the product, it identifies and assessed the desired and unwanted results, both positive and negative.

Keywords: Evaluation, Bed and Breakfast, Mutu Graduate, MAN 1 City Bandung

INTRODUCTION

One of the significant breakthroughs made by the Ministry of Religion in efforts to develop education is through diversification of madrasah. This step aims to encourage growth and development of healthy and positive competition between existing madrasahs. This diversification is designed to create a more dynamic and innovative educational environment, which will ultimately improve the quality of education in the madrasah. Currently, the diversification is divided into twelve typologies each with its own focus and characteristics.

A lodging madrasah is a form of education that provides a conducive learning environment, where students live and study in a strictly controlled environment. The program is designed to provide a holistic and integrated education, paying attention to the spiritual, moral, and academic aspects of the student (Kepdirjenpendis: 2019). Learning in hostel schools can run more intensively because the hostel system allows students to be more focused on learning, given the integrated learning environment and residence. Regular study schedules as well as strict supervision by teachers help students better academic achievement. A sheltered school can be called a "mini society," quoting Ahmad Shafi'i Mufid (2001), because in it there is social interaction, human interaction with science and technology, as well as human interactions with God.

Currently, there are 4,326 madrasahs housed throughout Indonesia. These figures demonstrate the government's commitment to providing access to quality education for students in various regions, including in remote areas. With the spread of dormitories throughout the country, it is expected that there will no longer be any geographical barriers preventing students from obtaining a decent education. An educational institution can be said to be superior if it has a high quality of education in various aspects. Education quality refers

to the level of excellence or quality of educational processes and outcomes that meet certain standards as well as the needs and expectations of stakeholders. The quality of education covers a variety of elements that involve the input, process, and output of the educational system. A Madrasah is considered superior if it has potential students as input, quality educational processes (including objectives, educators, students, teaching materials, methods, funds, media tools, and management), as well as outputs of qualified alumni and good outcomes. (Sumarni, Taufik: 2020).

However, in reality there are still many problems of quality of graduates of indigenous madrasah that can be reviewed from various aspects, namely: 1) curriculum management. Often, curricula that are not integrated or less relevant to the needs of the time can lead to disparities in the quality of education. The development of less dynamic curricula and not keeping up with scientific and technological developments can impede the ability of students to compete at the national and international levels, 2) human resources. A common problem is the lack of training and professional development for teachers, which affects less effective teaching methods. (Yunita, dkk: 2020). In addition, high workloads and insufficient incentives can reduce the motivation and performance of teachers, 3) facilities and supplies. Many dormitories face problems associated with supplies or supplies, such as inadequate buildings, lack of laboratories, incomplete libraries, and inappropriate hostels (Iswahyudi: 2020), 4) financial management. Frequent problems include fund constraints, untransparent budget management and inefficient use of funds. Ineffective financial management can impede the procurement of facilities, teacher welfare, and quality learning activities, 5) time and schedule management. Students staying in hostels have strict schedules, and poor time management can lead to fatigue and stress,

which will ultimately reduce learning effectiveness (Huwaida, 2023: 127 6) and evaluation. Poor management in terms of communication and co-operation with parents and the surrounding community can hinder the external support needed to support educational success in the hostel madrasah.

Al-Murabby MAN 1 Kota Bandung was founded in 2009 at the time of the leadership of Drs. H. Asep Encu, M.Pd. as an attempt to bridge the students to continue education to State Colleges with the special program of the class International-class school breaches (RMBI) by providing science learning services, foreign languages (English and Arabic), and training system (Integrated) student boarding patterns (Boarding). In 2010, under the leadership of H. Kosasih Ismatullah, M.Pd.I. RMBI program improved its training aspects by working with the Istiqomah Islamic Boarding School to apply the training system by promoting the students in the PSBB hostel. In 2012, Drs. Harun Harosid, M.Pd. completed the boarding program of MAN 1 school in Bandung until becoming the Islamic Boarding School Integrated Al Murabby. In 2013, Head of Man 1 City Bandung Drs. H. Awaludin Hamzah, M.Ag. performed the adaptation of the program with the change of curriculum 2013, one of the basic ideas is that the Open Al-Murabby Training is for pupils who want to deepen the religious sciences (Islam) without distinction of major/program, so the direction of the practice is to create a generation that *mutafaqqih fie al-diin* (a profound science of religion). In 2016, Head of Man City of Bandung Drs. Misbakhudin, M.M.Pd made the Al-Murabby festival an inseparable part of the madrasah program. The presence of this dormitory is important to be studied and evaluated for future improvements. Therefore, the author endeavours to carry out an evaluation of the maintenance of a dormitory madrasah.

METHOD

This research is an evaluative study that uses a qualitative approach, with a systematic evaluation model consisting of components: input, process, and output. The results of the evaluation in this study are presented in the form of sentences, statements, or meaningful statements concerning the maintenance of dormitory madrasah in Madrasah Aliyah State. This research was carried out from March to June 2024, with the research location at the MAN 1 Kota Bandung. The selection of this location is based on the consideration that the madrasah is the first state-level madrasah in the western Jaw, so the presence is important for evaluation for future improvement of the school.

In this study, data was taken from various parties associated with the madrasah asylum, namely the Head of Madrasah MAN 1 Kota Bandung, the head of the hostel, the teacher, and the center. Data collection is carried out through questionnaire completion, in-depth interviews, focus group discussion, observation, and document presentation. In-depth interviews were conducted with informants namely the head of the madrasah, the hostel leader, the teacher, the student, and the nurses to deal with the maintenance of the dorm. The source triangulation technique is performed by comparing the results of interviews from one subject to another to improve the credibility and validity of the data. Observations are carried out on any activity related to the research. As far as the expression of the document is concerned, it is done to investigate written documents relating to this research. Data analysis is carried out during data collection in the field and after data is collected. Data analysis takes place simultaneously and involves three processes of analysis: data reduction, data presentation, imaging, and data proofing.

Results and Discussion

Evaluation is a series of activities that compare the realization of input,

output, and outcome to the plans and standards of a system. This evaluation process is crucial in measuring the extent to which a programme or activity has achieved a set objective. Evaluation is carried out in planning as an assessment of the success of the implementation of a program or activity based on parameters that have been previously defined. (Teguh Triwiyanto, 2015). Essentially, evaluation serves to provide relevant and accurate information for decision-making, especially in the context of educational development. The information obtained from the evaluation enables stakeholders to assess the effectiveness and efficiency of the ongoing programmes, as well as identify necessary improvement measures. In other words, evaluation becomes an important tool in ensuring that educational goals can be achieved optimally.

In its implementation, evaluation not only limits comparisons between plan and realization, but also involves a series of more complex processes. The process involves the selection of appropriate evaluation criteria, the collection of relevant data, and the analysis of data in depth (Rusman, 2012). The assessment criteria must be carefully selected to match the objectives of the program being evaluated, while the data collection must be systematic and objective to ensure the accuracy of the evaluation results. Data analysis is then carried out to identify the strengths and weaknesses of the program, as well as opportunities for future improvements.

Among the many evaluation models that exist, one of the most well-known and widely used by evaluators is the CIPP model (Context, Input, Process, and Product). This method was first introduced by Daniel Stufflebeam in 1965 as a result of his efforts in the implementation of the ESEA (The Elementary and Secondary Education Act). Traditional methods such as objective-based evaluation, experimental design, and standard performance testing

are not adequate for this task. In general, the CIPP model is designed to enable and guide comprehensive and systematic examination of social and educational programmes in real-world dynamic conditions. The main objective of the model is to help program organizers and implementers obtain and use evaluative feedback systematically for sustained program improvement. Since its inception, the model has been continuously developed and adapted; applied to almost all disciplines and fields of service worldwide; and used to evaluate a wide range of non-programmatic objects, including organizations, staff, equipment, materials, policies, and evaluations (Stufflebeam, Coryn: 2014).

1.Context

Assessment involves the analysis of needs and environments to understand the background and reasons behind the maintenance of a dormitory. Orientation on context assessment is to identify the strengths and weaknesses of objects, such as institutional programmes, populations, or individuals, and to set the direction of improvement. The objective is to evaluate the entire object, identify the shortcomings, as well as identify strengths or advantages that can be used to correct them (Winaryati: 2021). In an evaluation of the context of the indoor madrasah MAN 1 City of Bandung, information was obtained that the establishment of indoor Madrasah originated from the need to provide additional services for students RMBI (International Rintisan Matrasah) or RKI (International Class Rintyan) in 2009 by providing additional lessons (enrichment material) accompanied by daily worship practices. The concept leads more to boarding school. After that, in 2013, when the Constitutional Court (CC) removed the international school program, the concept shifted to the establishment of integrated training by providing a larger portion of religious science learning based on the yellow book, Tahfizh Al Quran, and

strengthening general lessons with a clinical model (It's a point of reference to material discussions that are difficult for the ministers). In 2023, the use of the term traineeship was changed to the term dormitory madrasah referring to the rules established by the government.

The concept of a dormitory madrasah MAN 1 Kota Bandung was designed with regard to the needs and diversity of students enrolled. Santri who enrolled was not a graduate of a gymnasium or a madrasah, but many of the public schools (SMPs), MTs, or integrated Islamic schools that lacked basic Arabic language skills and reading yellow books. But not a few of them have a fairly large number of profits, two to five. Under such conditions, the administrator designed the curriculum in accordance with the needs of the student, where the focus of education and teaching includes: 1) the first year: cultivation of Islamic Acid, teaching of Ficah worship, nabawiyah sirah, Tahfidz Al Quran, and Arabic language, 2) the second year: the cultivation the Islamic Akid, the teaching the Ficah worshipping, Nahwu, and Sharaf (yellow book) as well as Tahfidz Al Qur'an, 3) the third year: planting of Akid, teaching social Ficid, thematic studies, Tahfidz Al Qur 'an, and guidance of the Madrasah Examination and College entrance examination. While the general program of parenting focuses more on the practices of everyday life, such as daily worship activities, moral upbringing, parenting through the Organization of Santri Al-Murabby (OSMA), the enforcement of discipline and order of the center, religious extracurricular, Islamic arts, and sports. Currently there are 134 madrasahs, 43 sons and 91 daughters. Most of the nurses in the hostel come from outside the city with a variety of motives. Sometimes there's one of them who's been tortured by the force of the old man. This makes the sheriff not so optimistic in following educational activities in the hostel.

In this case, additional lessons given at least become supplies for graduates,

especially in the field of religion. The books that are the source of teaching are classical books commonly used in society so that when they plunge into society can make a positive contribution to the needs of the society in matters of acid, morality, fighteousness, sirah, daily worship, and others. Besides, what is not less important and becoming the primary needs of students is the development of diversity. Santri were educated for 24 hours, their daily worship remained controlled, such as joyous prayer, prayer zikir, reading the Qur'an and remembering it, Sunnah prayers, Thursday fasting, and so on. Of course, with practical activities like this give a stronghold to for graduates in the face of such a rapid flow of change.

In addition, the context evaluation also looks at the extent to which the program is in line with national education policies and standards. The hostel madrasah programme supports the vision and mission of national education, and meets the established curriculum standards. The vision, mission, objectives and objectives of the madrasah housing MAN 1 City of Bandung lead to the goal of education in general (the goal of national education), nor specific (the aim of Education in madrasah), so that when the drafting of the vision, the mission, the goal and the objectives involve stakeholders of the government, the school, and the community so that the results can be seen as follows, the vision: to become an independent, professional and superior hostel based on the values of Islamic education. Mission: 1) to provide primary services in the field of parenting of santri, 2) to equip santri with the theoretical and practical Islamic religious science based on the yellow book as a characteristic of quality training, 3) to provide guidance services of natural knowledge and social knowledge to be able to continue to college. 4) to instill the cultivation of the values of training through intra-curricular, co-cursual, and extracurricular activities. Objectives: 1) to produce noble and superior leaders in the

field of Islamic religious sciences, natural knowledge, and or social knowledge, 2) to be a supporter of improvement in achievement in MAN 1 City of Bandung, 3) to produce leaders who are able to speak a foreign language (Arabic and English), 4) to produce students who have learned the Koran at least 3 juz.

2. Input (Input)

The input level evaluates the resources used in the indoor madrasah program. Input assessment involves the identification and evaluation of approaches and alternative plans to meet the needs that have been assessed and the objectives set (Stufflebeam, Coryn: 2014). Input evaluation aims to assist in decision-making, identify available resources, plans and strategies to goals, and working procedures to them. (Winaryati: 2021).

Based on the results of the interviews, observations, and documentation of the human resources of the madrasah hostel MAN 1 City of Bandung consists of the responsible in this case the head of the Madrasah, the management team, the hostel builder, asatidz training instructor, general subject instructor (subject clinic), extra-curricular trainer, cook, hygiene officer, security unit officer. In relation to the qualifications of teachers in a dormitory madrasah, first, priority is given to the teacher PAI MAN 1 City of Bandung. This step is taken because the santri of the dormitories madrasah are students in the madrasa so that the PAI teacher who teaches in the school at least knows the condition of the santri who is in the dormition. The second is to be able to read the yellow book, read the Quran smoothly. This requirement, of course, is an absolute thing because it is not possible to teach religion and the Quran without having competence above. Currently there are nine managerial teams with formations of chairman, secretary, treasurer, academic department, foster care, prasarana, interest and talent department and quality guarantor. Nine guest house builders, twelve teachers, two extra-curricular

coaches, two cooks, one sanitary officer, and three security officers.

The design of the program of activities is divided into three parts, namely: 1) daily training program, includes various activities aimed at forming good habits and improving the spiritual and academic quality of the clergymen, such as activities: jamaah prayer, night praying, dhalat dhuha, tahsin tilawah, tahfidz Al Quran, classical learning, self-study, clinical subjects (preparation for the madrasah exam and college entrance examination 2) The Paganana, designed to enrich the learning experience and strengthen the social bonds between the centurions, like activities: yasinan, muhadhara, tandzif al-Amm (work of baptism), extra-curricular: (marriages, silatists, kasid, gymnastics centri, and futsal), 3) the Islamic Great Commemoration Day (PHBI) is carried out to infuse religious values and commemorate important events in Islamic history: parramarramekan, Maidul SAW, Prophet Muhammad, Miulraj, the Qur'an function as well as the Anniversary of the Holy Year (the Holy Holy Day/Paganana) is conducted in order to insert the values of religion and to celebrate important activities in the history of Islam.

Regarding the facilities available in the dormitory madrasah, the current conditions indicate that the dormitories have only three locals: two locals for the son-in-law (can accommodate 60 centers) and one local for the daughter-in-law. (can accommodate 112 students). Although the number of locals is still limited, the madrasah is trying to make the best use of the facilities available to support the needs of the santri. For learning activities, the clergy often use a mosque or a classroom located in the madrasah. The use of the mosque as a learning space not only supports academic activities, but also provides a strong religious nuance, so that the clergy can be more integrated into religious and general learning. Extra-curricular activities also take advantage of

the facilities available in the madrasah. Santri has access to a futsal field to play mini-football, a badminton court to play squirrels, and a volleyball field to practice volleyballs. In addition, the versatile building is used for a variety of activities, both academic such as seminars and workshops, as well as non-academic activities such as art performances and other major events. Despite the constraints in the number of local dormitories and study rooms, the dormitory madrasah MAN 1 Kota Bandung remains committed to providing an environment that supports the teaching learning process well. Time and space management is done effectively to ensure that the entire activity can run smoothly. Flexibility in the use of facilities, such as mosques and versatile buildings, is the key to meeting these challenges. Next, the issue of funding, fully using the donations of the parent-in-law.

For the entrance fee to the madrasah hostel MAN 1 City of Bandung, the guests are charged a fee of Rs. 6.500,000. This cost covers a wide range of important initial needs, such as the development of facilities, closets, beds, cushions, pillows, books/books, and shelters for a year. All these needs are prepared to ensure that the santri get adequate comfort and facilities from the beginning of their stay in the hostel. Besides, there is also a monthly fee of Rs. 1,200,000. This monthly fee is used to meet a wide range of day-to-day needs. It includes the cost of meals, which ensures that you get healthy and nutritious food every day. In addition, the monthly fee also covers health care for the nurses, ensuring that they are always in good health and ready to attend teaching activities.

With this fee, the school can ensure that all the learning facilities such as classrooms, libraries, and computer rooms remain functional. Additional and extra-curricular learning activities are also supported by this charge, providing a richer and more diverse learning experience for the clerks. In addition, part of the monthly cost is spent on the maintenance of the

facility. This includes routine maintenance and repairs to keep the dormitory and the madrasah environment clean, safe, and comfortable for the nurses. With good maintenance, it is expected that the nurses will be able to study and live in optimal conditions throughout the year.

3. Process (Process)

Process evaluation focuses on the implementation of the program and how the plan on paper is implemented in practice. The process evaluation aims to help implement decisions, assess the extent to which the plan has been implemented, and determine what needs to be revised. The components of the process include the learning process and program implementation, the program management process, as well as the obstacles encountered during program execution and need to be overcome. (Winaryati: 2021).

Based on the results of interviews, observations, and documentation, information was obtained that the learning activities in the indoor madrasah MAN 1 Kota Bandung were divided into two main categories: Tilawah and Tahfizh Al Quran as well as the study of the yellow book. The activities of tilawah and tahfizh of the Qur'an are carried out every day, starting after the morning prayer until the time of Shuruq. In the activities of the tahfizh, the centers are divided into small groups called halaqah, based on the number of hafalan they have. Each of the walks is led by a teacher of tahfizh who is responsible for guiding and supervising the memorizing. Every progress is recorded in the daily records (mutaba'ah), which facilitates the monitoring and evaluation of the progress of each center. Each semester, the madrasah holds a tahfizh meeting to evaluate the quantity and quality of the Quran's revelations that have been achieved by the centurions. The purpose of this trial is not only to evaluate the trial, but also to provide additional motivation to the centurion to continue to improve their trial.

The study of the yellow book is carried out in the evening, after the magrib

or isya prayer. The study of the yellow book focuses on the learning of classical Islamic texts that cover a wide range of disciplines such as tafsir, hadits, fiqh, and akhlak. With this structured learning activity, the madrasah is committed to providing comprehensive religious education. Through this approach, madrasah hoped to print a generation that not only remembered the Quran, but also had a strong understanding of their religious teachings.

For the technical activities of the study of the yellow book are divided according to their respective excitement. The Quran and Tafsir, with references: Tafsir Jalalain, Tafsir Ibnu Katsir, 2) Al-Hadis with reference: Hadith Arbain, Bulughul Maram, Riyadh al-Shalihin, Subulus Salam, 3) Al-Arabiyah al-Yadaik, al-Arabiya Lin Nasyiin, 4) Nahwu, with Reference: Jurumiyah, Imrithi, 5) Sharaf, with the reference book: Sharaf Bina, Kailani, Nadham Maqsud, 6) Aqidah, with a reference Book: Tizan Addarury, Sanusi, Risalah Ahlus Sunnah, 7) Fikih, with reflection Book: Shafinah Naja, Taqrib, Kifayatul Akhyar, Batuliday Mujidtah, 8) Akhlak, with recitation Book: Akhlak Banal, Banalim Walat, Muta' Ta'alim, Sulam-am-Faiqi, At-Talafiq.

If you look from the depths of the material, there is a study of the Scripture that requires knowledge, understanding, and practice, like a study (of the Scriptures). In this case, the teacher gives the logat according to what the teacher explains, then tries to understand the meaning of the book studied. And there is a study of the book that requires a profound analysis, like a book that studies the comparison of philosophical mazhab and acid. In this case santri is charged to think critically of the results of ijthihad scholars. As for the method used more to the audience, it means that the teacher listens to the teachers reading the book and then gives the interpretation and translation. Then the teacher explains what has been translated and opens the question session

answer if there is a question from the teacher.

Furthermore, in relation to the extent to which students participate in teaching learning activities, here arise some significant problems. It has been mentioned earlier that not all of the nurses who live in the hostel have a strong motivation to study religious sciences. Many of them were forced by parents to wander in consideration of houses far from the madrasah. Parents feel safer putting their children in a dorm than letting them index in a place close to a madrasah without the supervision of parents or teachers. In addition, it was found that this is the cause of the lack of participation in learning activities, namely: 1) Motivation and Security Factors. Low motivation becomes a major problem amongst the centers. Many feel that studying in a dorm is an obligation imposed by parents, not by personal desire. Security factors become the dominant reason for parents to choose shelters, avoiding the risk of their children being affected by a less controlled index environment; 2) Fatigue and Satisfaction. The density of activities in the madrasah from morning to evening, coupled with extracurricular activities and school duties, make the students feel exhausted and full. The less varied teaching methods of the teacher and the fatigue also felt by the teacher make learning in the hostel less optimal; 3) External influence. Santri living in the hostel is only about 10 percent of the total number of students in the madrasah. The influence of friends outside the hostel is very strong and often has a negative impact on the psychic of the hostels. There's a maid who after a year of living in the hostel feels like going out and indexed because of the urge of her friends who live outside. In fact, there's a case of a santri who ran away and stayed at his friends' cottage. These conditions are determining factors that impede learning activities in the hostel which can affect the quality of education and the development of the character of the centre.

For that, the madrasah managers continue to carry out internal monitoring and evaluation to ensure the program is running as planned and to overcome the various obstacles that emerge. Evaluations and controls are carried out periodically with varying frequencies: daily, monthly, and annual. First, a daily evaluation is conducted to discuss the development of the day-to-day center. The meeting involves the nurses who directly oversee and guide the center in their daily activities. Any developments or problems that arise can be immediately identified and addressed. Secondly, the monthly evaluation focuses on the work programme that has been under way. The meeting involved the head of the madrasah and the deputy head of Madrasah. (wakamad). In this evaluation, they review the programme's achievement, evaluate its effectiveness, and identify areas that require improvement or adjustment. Thirdly, the annual evaluation is more comprehensive, involving the entire programme of each part of the madrasah. In this evaluation, all the programmes that have been implemented over a year are thoroughly evaluated. The results of this evaluation are then used to plan for future programmes, with a focus on improving the quality and effectiveness of programmes.

In order to address the emerging problems, the administrators held special working meetings to discuss curriculum and foster care issues. In this meeting, the curriculum that has already been implemented will be reviewed to see if there are parts that need to be fixed or adjusted. The new curriculum will be designed in a more substantive and applicative way, aimed at reducing the fatigue factor of the students and ensuring that they remain enthusiastic about learning. Forward to the new guests who are accepted in the hostel, they will be grouped into one class. It aims to facilitate the monitoring and evaluation process. With this grouping, nurses and teachers can be more focused on providing guidance and supervision, ensuring that the new santri

can adapt well and follow all the programmes optimally. With these measures, the administrator hopes to create a more effective and conducive learning environment for the santri. Regular monitoring and evaluation, as well as more relevant curriculum adjustments, are expected to enhance central participation and motivation in teaching learning activities. So, in the end, the madrasah can continue to grow and produce qualified graduates, both in terms of science and character.

4. Product (Product)

Evaluation A product evaluation evaluates the results achieved by the hostel school program, both academically and non-academically. Product evaluation is carried out with the aim of identifying and evaluating the achievements, both expected and unexpected, in the short and long term. This evaluation benefits the implementer of the activity to be able to focus on achieving the goals of the program, as well as for other users in aggregating efforts to meet the needs of the target group. (Winaryati: 2021).

Based on the results of interviews, observations, and documentation obtained information that academic achievements can be seen from the categories, first the ability to understand and analyze the yellow book, second the number of references to the center. For Marhalah Ula (santri class 10), from the academic side 5 sentri obtained sufficient grade, 41 sentri received good grade, 11 sentri gained excellent grade. As for the hafalan Al Qur'an of a total of 60 sentri, 14 sentri have not met the goal of hafalan Jh. 1. This report shows that the majority of the centri have good and excellent academic achievements, although there are several santri in each of the angels who still need to improve their Koranic knowledge to the set goals. Additional efforts may be needed to help santri who have not yet met the goal of retirement to be able to pursue backwardness and reach the desired standard.

In character development assessment, some of the main focus aspects are discipline, daily worship, hygiene, and participation in extracurricular activities. Based on the assessments that have been made, it has been found that the character development values of the centers generally show quite good results. However, for centers that show less satisfactory results in certain aspects, the administrators together with the guides continue to try to give constructive instructions and input. The goal is for the centers to be able to make better improvements and self-development. With continued attention and guidance, it is expected that the centers will not only good academic achievement, but also be able to develop a strong and positive character in accordance with the expected values.

Conclusion

Based on the above findings can be concluded, first, in the context assessment, Boarding School MAN 1 Kota Bandung performed a thorough evaluation of the needs, problems, opportunities, and existing assets. This step is crucial as a basis for establishing and evaluating the goals and priorities of the madrasah. By understanding the actual circumstances and potential they have, the madrasah can design programs and strategies that are more relevant and effective to fulfil their educational vision and mission. Secondly, in the input assessment, the madrasah identifies various approaches and alternative plans to meet identified needs. This assessment includes an in-depth analysis of the various options of methods and strategies that can be used to the set goals. Madrasah strives to ensure that each approach chosen is the most appropriate and efficient in addressing existing needs and challenges. Thirdly, in the process of evaluation, the madrasah actively monitors and documents every step in the implementation of the program. They also provide feedback on a regular basis to

strengthen the implementation of the program. The evaluation aims to ensure that all activities are going according to plan, as well as to identify and address problems that may arise during the process. With continuous process evaluation, the madrasah can make the necessary adjustments and improvements in real time, so that the quality of the program can be continuously improved. Fourthly, in the product assessment, the madrasah identifies and evaluates the results that have been achieved, both desired and undesirable, including their positive and negative impact. By knowing the end result and its impact, the madrasah can determine whether the goals and goals set have been achieved or not. In addition, product evaluation also provides important insights for future program planning and development, so that the madrasah can continue to innovate and improve the quality of education provided.

With this comprehensive evaluation approach, Boarding School MAN 1 Kota Bandung can ensure that every program developed and implemented is not only relevant and effective, but also capable of having a significant positive impact on the students and school community. This is in line with the madrasah's commitment to continuously improve the quality of education and produce graduates who excel in various aspects of life.

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