Report date **1/11/2025**   Automated translation   ⚠   Report has not been evaluated
Edit date ---   -

Similarity Report

Metadata

Title
FAISAL IRSANDI_238610800092

Author(s)   Coordinator
faisal irsandi   **mpi**

Organizational unit
FAI

Alerts

In this section, you can find information regarding text modifications that may aim at temper with the analysis results. Invisible to the person evaluating the content of the document on a printout or in a file, they influence the phrases compared during text analysis (by causing intended misspellings) to conceal borrowings as well as to falsify values in the Similarity Report. It should be assessed whether the modifications are intentional or not.

Please note that during auto translation editorial modifications may have been lost. To check for possible text manipulation attempts please see the Similarity report of original text.

Characters from another alphabet	ß	0
Spreads	A→	0
Micro spaces	·	0
Hidden characters	ß	0
Paraphrases (SmartMarks)	a	25

Record of similarities

SCs indicate the percentage of the number of words found in other texts compared to the total number of words in the analysed document. Please note that high coefficient values do not automatically mean plagiarism. The report must be analyzed by an authorized person.

4.18%
4.18% SC1

25	**5429**	**35933**
The phrase length for the SC 2	Length in words	Length in characters

Active lists of similarities

This list of sources below contains sources from various databases. The color of the text indicates in which source it was found. These sources and Similarity Coefficient values do not reflect direct plagiarism. It is necessary to open each source, analyze the content and correctness of the source crediting.

The 10 longest fragments

Color of the text

NO	TITLE OR SOURCE URL (DATABASE)	NUMBER OF IDENTICAL WORDS (FRAGMENTS)	
1	https://repository.uinsaizu.ac.id/18047/1/Zaky%20Fedayin%20Ardhan%20-%20Manajemen%20Pembiayaan%20Pendidikan%20pada%20Pondok%20Pesantren%20Darussalam%20Dukuhwaluh%20Purwokerto.pdf	16	0.29 %
2	Implementasi Nilai-nilai Pendidikan Agama Islam untuk Menanamkan Kecerdasan Spiritual Dalam Mematuhi Peraturan Sekolah Kartika Windi Candra, Imam Fauji;	16	0.29 %

NO	TITLE	NUMBER OF IDENTICAL WORDS (FRAGMENTS)	
3	https://repository.uinsaizu.ac.id/12576/1/Kholifa%20Amalia_Manajemen%20Pondok%20Pesantren%20Ribath%20Nurul%20Hidayah%20Dalam%20Pemberdayaan%20Santri%20%28Studi%20Kasus%20Pondok%20Pesantren%20Ribath%20Nurul%20Hidayah%20Desa%20Bedug%20Kecamatan%20Pangkah%20Kabupaten%20Tegal%29.pdf	13	0.24 %
4	Democratic Leadership in the Management of Student Discipline in Islamic Boarding Schools Ria Arista, Fauzan Fauzan, Eriyanti Ribut Wahyu,Jakandar Lalu Iwan Eko;	12	0.22 %
5	https://rama.unimal.ac.id/id/eprint/5594/2/ABSTRAK.pdf	10	0.18 %
6	https://proceeding.uingusdur.ac.id/index.php/icis/article/download/1462/626/3597	10	0.18 %
7	Democratic Leadership in the Management of Student Discipline in Islamic Boarding Schools Ria Arista, Fauzan Fauzan, Eriyanti Ribut Wahyu,Jakandar Lalu Iwan Eko;	10	0.18 %
8	https://proceeding.uingusdur.ac.id/index.php/icis/article/download/1462/626/3597	9	0.17 %
9	http://jurnal.globalhealthsciencegroup.com/index.php/IJGHR/article/download/4861/3417/	9	0.17 %
10	http://repositori.uin-alauddin.ac.id/21180/1/Proceeding%20Gabung%20Yaumi.pdf	9	0.17 %

from RefBooks database (1.27 %)

NO	TITLE	NUMBER OF IDENTICAL WORDS (FRAGMENTS)	
Source: Paperity			
1	Democratic Leadership in the Management of Student Discipline in Islamic Boarding Schools Ria Arista, Fauzan Fauzan, Eriyanti Ribut Wahyu,Jakandar Lalu Iwan Eko;	22 (2)	0.41 %
2	Implementasi Nilai-nilai Pendidikan Agama Islam untuk Menanamkan Kecerdasan Spiritual Dalam Mematuhi Peraturan Sekolah Kartika Windi Candra, Imam Fauji;	16 (1)	0.29 %
3	The Urgency of Islamic Boarding Schools in the Contemporary Era Daelami Muhammad Syadid, Antoni Antoni, Sudadi Sudadi,Ali Muhdi, Loso Judijanto;	12 (2)	0.22 %
4	Peran Pondok Pesantren Dalam Pemberdayaan Ekonomi Masyarakat Di Desa Mertak Tombok Kecamatan Praya Kab. Lombok Tengah Taqiuddin Habibul Umam, Yakub Muhammad,Baiq Muniah;	5 (1)	0.09 %
Source: Paperity - abstrakty			
1	Pemenuhan Hak Politik Warga Negara Oleh Komisi Pemilihan Umum (KPU) Kota Banjarmasin (Studi Kasus Penyandang disabilitas) Reja Fahlevi, Budi Rahman;	14 (2)	0.26 %

from the home database (0.00 %)

NO	TITLE	NUMBER OF IDENTICAL WORDS (FRAGMENTS)

from the Database Exchange Program (0.00 %)

NO	TITLE	NUMBER OF IDENTICAL WORDS (FRAGMENTS)

from the Internet (2.91 %)

NO	SOURCE URL	NUMBER OF IDENTICAL WORDS (FRAGMENTS)	
1	http://repositori.uin-alauddin.ac.id/21180/1/Proceeding%20Gabung%20Yaumi.pdf	38 (6)	0.70 %
2	http://jurnal.globalhealthsciencegroup.com/index.php/IJGHR/article/download/4861/3417/	22 (3)	0.41 %

List of accepted fragments (no accepted fragments)

NO	CONTENTS	NUMBER OF IDENTICAL WORDS (FRAGMENTS)

Child Friendly Islamic Boarding School Management in the Millennium Era

Faisal Irsandi1), Eni Fariyatul Fahyuni2)
1) Islamic Education Management Master's Study Program, Muhammadiyah University of Sidoarjo, Indonesia
2) Master of Islamic Education Management Study Program, Muhammadiyah University of Sidoarjo, Indonesia
238610800092@umsida.ac.id, eni.fariyatul@umsida.ac.id

Pages | 1
2 | Pages
Pages | 3

Abstract. The aim of this research is to determine the management of child-friendly Islamic boarding schools in the millennium era at Al Fattah Islamic boarding school. This research uses descriptive qualitative methods. The techniques used are observation, interviews and documentation. The results of this research are: 1). that the management of the Islamic boarding school is child friendly at the Al Fattah Islamic boarding school in Sidoarjo by implementing POAC. 2) Constraints that arise in planning, organizing, directing and controlling. At the planning stage, there is a lack of understanding of the child's individual needs. In organizing, communication is less effective. At the directing stage, empathetic communication patterns are difficult for children to understand. At the control stage, monitor the development of each child individually. The solution, to overcome obstacles in planning, organizing, directing and controlling, several solutions can be applied. In planning, regular surveys and small group discussions can help understand the child's individual needs, supported by caregiver training on child psychology. In organizing, clear task structures and the use of tools such as digital applications can improve coordination, while communication training for caregivers is also needed. In briefings, empathetic communication patterns can be improved through simulation training and providing feedback, both directly and anonymously. For control, educational management technology can make it easier to monitor children, with caregivers responsible for small groups to ensure more focused attention. With further support from various parties, the Child-Friendly Islamic Boarding School concept is expected to be widely implemented, making a significant contribution to educational progress based on Islamic values.
Keywords: Islamic boarding school management, Child friendly Islamic boarding school, Millennium

Abstract.. The aim of this research is to find out the management of child-friendly Islamic boarding schools in the millennium era at the al Fattah Islamic boarding school. This study used descriptive qualitative methods. The techniques used are observation, interviews and documentation. The results of this research are: 1). that the management of child-friendly Islamic boarding schools at the Al Fattah Sidoarjo Islamic boarding school applies POAC. 2). Obstacles that arise in planning, organizing, directing and controlling. At the planning stage, there is a lack of understanding of the child's individual needs. In organizing, communication is less effective. At the direction stage, empathetic communication patterns are difficult for children to understand. At the control stage, it monitors the development of each child individually. The solution, to overcome obstacles in planning, organizing, directing and controlling, several solutions can be implemented. In planning, regular surveys and small group discussions can help understand a child's individual needs, supported by caregiver training on child psychology. In organization, a clear task structure and the use of aids such as digital applications can improve coordination, while communication training for caregivers is also required. At briefings, empathy communication patterns can be improved through simulation training and providing feedback space, either directly or anonymously. For control, education management technology can make it easier to monitor children, with caregivers responsible for small groups to ensure more focused attention. With further support from various parties, the concept of Child-Friendly Islamic Boarding Schools is expected to be widely applied, contributing significantly to the progress of Islamic values-based education.
Keywords: Islamic boarding school management, child-friendly Islamic boarding schools, Millennium Era

1. I. Introduction

1.   **Islamic boarding schools have** a strategic role **in** shaping children's character, morals and personality. **As a** religious-based educational institution, **Islamic boarding schools are** responsible not only for aspects of religious learning, but also for creating a safe, comfortable and friendly environment for children[1]. The management of child-friendly boarding schools aims to ensure that all operational aspects of boarding schools, from care, teaching, to social interaction, support the protection of children's rights. This approach allows Islamic boarding schools to become a more humanist, inclusive and conducive environment for children's growth and development [2].

The concept of child-friendly boarding schools refers to meeting child protection standards as stipulated in national and international regulations, such as the Convention on the Rights of the Child (KHA). Child-friendly Islamic boarding schools not only focus on physical aspects, such as providing safe and clean facilities, but also on psychological aspects. This includes efforts to create a culture without violence, encourage children's participation in decision making, and build positive relationships between caregivers and children[3]. With structured and child rights-based management, Islamic boarding schools can manage the parenting, education and coaching processes more effectively. The implication of this management is the creation of a learning environment that respects, protects and listens to children's voices, thereby enabling them to develop optimally [4].

The implementation of child-friendly Islamic boarding school management requires collaboration from various stakeholders, from caregivers, teachers, Islamic boarding school managers, to the government and society. Effective management includes child protection policies, risk management, and strict supervision of behavior that could harm children [5]. In addition, Islamic boarding school managers need to build an effective complaints system, which allows students to report complaints or problems without feeling afraid. This directed management system is not only able to increase public trust in Islamic boarding schools, but also contributes to the formation of a generation that is more resilient, has noble character, and has awareness about the importance of respecting the rights of others [6].

Child-friendly Islamic boarding schools include 1). Safe and comfortable environment 2).Adequate facilities 3). Innovative and inclusive education 4). Good character development 5. Good relationship with parents [7]. The existence of cases of **bullying in Islamic boarding schools** is an issue that is receiving increasing serious attention. Islamic boarding schools, known as religious educational institutions with a dormitory system, are expected to be a **safe and conducive place** for **students** to learn and develop. However, in some cases, closed environments and strict hierarchies in **Islamic boarding schools can** create situations where bullying can occur [8].

There is a gap between the idealism of Child-Friendly **Islamic Boarding Schools and** the reality that occurs **in** many **Islamic** boarding **schools** today. **Awareness of the importance of** children's welfare has not been fully internalized in Islamic boarding school management, so implementation is still limited [9]. Financial difficulties and the lack of resources have also been major constraining factors in bringing this concept to fruition. On the other hand, strong culture and traditions in Islamic boarding schools are often an obstacle to changes towards the concept of Child-Friendly Islamic Boarding Schools. Many Islamic boarding schools still adhere to old traditions that tend to be authoritarian and pay little attention to aspects of children's welfare. This cultural change requires consistent time and effort, as well as support from all related parties [10].

Child-Friendly Islamic Boarding School management emphasizes the importance of visionary and inclusive leadership. Good management must be able to integrate the concept of child welfare in every aspect of Islamic boarding school operations, from curriculum to staff development[11]. Visionary leadership focuses not only on academic achievement, but also on character formation and the overall well-being **of the** child. Good management **at** Islamic **boarding schools must be able** to integrate the concept of child welfare in every operational aspect of Islamic boarding schools[12]. This includes a curriculum that emphasizes not only cognitive aspects, but also the moral, spiritual and emotional development of the child. The curriculum implemented must be designed in such a way as to facilitate the holistic development of children, taking into account the individual needs and potential of each child [13].

The child-friendly boarding school system is designed to create an environment that supports optimal child development, covering physical, intellectual, emotional and spiritual aspects. The process involves four main stages: planning, organizing, directing, and controlling[14]. This system aims to ensure that every student can develop holistically in various dimensions of their life. With this approach, Islamic boarding schools not only function as places for religious education, but also become second homes that provide a sense of security, comfort and support children to reach their best potential[15].

The main foundation for the success of child-friendly programs in Islamic boarding schools begins with identifying the needs of students through various methods, such as open discussions, surveys and consultations involving students, parents and teaching staff [16]. This process helps Islamic boarding schools understand children's needs and expectations in depth, so that designed programs are relevant and appropriate to their real needs. By involving various parties, Islamic boarding schools create an inclusive and collaborative environment, ensuring that every step in implementing child-friendly programs has a sustainable positive impact [17].

Many studies that examine child-friendly Islamic boarding school management, the urgency of this research lies in the transformation of the Islamic boarding school education system from traditional to modern to become important for understanding policy changes that integrate religious and general knowledge in a more organized manner based on religious values. which is expected to encourage Islamic boarding school managers to adopt a child-friendly management system [18]. This includes policy updates, management of physical facilities, and development of a system of surveillance of violence. In this way, Islamic boarding schools can become institutions that are safe, comfortable, and able to support children's physical and mental development [19].

This research is to answer two main problem formulations: first, how to implement child-friendly Islamic boarding schools, second, obstacles and solutions in realizing child-friendly Islamic boarding schools by answering this question, it is hoped that we can find out about child-friendly Islamic boarding school management in the millennium era.

2. II. METHOD

In writing this research, a descriptive qualitative research study was used which intended to understand the phenomena experienced by the research subject [20]. This research was conducted on the conditions at the Al Fattah Sidoarjo Islamic boarding school. The study used observations, interviews, and documentation to collect data in line with qualitative research. This observation technique **is used to systematically observe and document a symptom or phenomenon** that appears in **research subjects** [21]. Apart from that, later. photos of resource persons' activities, photos of activities at Islamic boarding schools, and documentation for supporting documents and as evidence. This paper seeks to collect data, information and evidence about the implementation of good child-friendly Islamic boarding school management.

3. III. Results and Discussion

1. Implementation of Child-Friendly Islamic Boarding Schools

Planning(planning)

In this planning, caregivers involve caregiving at the Al Fattah Sidoarjo Islamic boarding school. This planning process by understanding children's needs is an important step in creating a child-friendly Islamic boarding school. One way is to involve them in open discussions to hear their views regarding the facilities, daily schedule and activities needed to support learning and self-development. This approach provides space for students to

convey their ideas and needs, thereby creating an atmosphere that respects their rights and ensures they feel comfortable in the Islamic boarding school environment.

In the context of planning, these results are the main ingredient in drawing up programme priorities and resource allocation. By basing the plan on input from students, Islamic boarding schools are able to create a truly inclusive environment and support physical, intellectual growth, and this needs-based planning also builds trust between students, caregivers and parents, making Islamic boarding schools a place that not only educates but also becomes a warm and supportive second home. This ensures that every planning step not only aims to meet educational standards, but also respects children's rights to feel safe, appreciated and comfortable **in the Islamic boarding school environment.**

Based on the results of research, it shows that planning to involve children in the planning process not only gives them space to convey aspirations, but also strengthens their sense of ownership of the Islamic boarding school environment. When students feel heard and appreciated, they tend to be more enthusiastic about carrying out daily activities and more responsible for existing facilities and activities. In addition, this approach encourages the growth of students' self-confidence and communication skills, which are important aspects in developing their character[22]. By **creating an environment that is inclusive and responsive to the needs of** students, Islamic boarding schools can be more effective in meeting learning goals and creating a young generation that is strong, independent and has high social awareness.

Organizing (Organizing)

At the child-friendly Islamic boarding school organization stage, the division of tasks between caregivers and caregiving staff **at the Al Fattah Sidoarjo Islamic boarding school is carried out in a** structured manner with clear responsibilities. Each teacher and caregiver has a specific role that supports the implementation of child-friendly programs. These tasks include providing instruction appropriate to the age level of the students, ensuring their comfort in carrying out their daily activities, as well as creating an environment that is safe, free from pressure and full of support. With a planned division of tasks, each individual involved can focus on their role to create a positive learning experience for children.

Apart from that, Islamic boarding schools pay special attention by placing caregivers who have expertise in the field of psychology or children's education. These caregivers are tasked with handling the emotional needs and mental development of students professionally, especially for those who need more intensive assistance. With this approach, **Islamic boarding schools are not only a place to study religious knowledge** but also a place that supports children's overall growth, covering academic, emotional and social aspects

Based on research, it shows that organization can be carried out using a structured approach with a clear division of responsibilities which is an important foundation in realizing a child-friendly Islamic boarding school program. When each teacher and caregiver understands their specific role, harmonious collaboration can be created, so that the students' needs are met as a whole[23]. Teachers can be more focused on providing relevant teaching and supporting academic development, while caregivers ensure that the emotional aspects and physical well-being of students are maintained. This safe and supportive environment is also an effective means of instilling positive values, such as empathy and discipline. Thus, the program designed not only improves the quality of education, but also creates an Islamic boarding school atmosphere that inspires and empowers all children

Actuating (Briefing)

In the process of directing child-friendly Islamic boarding schools, caregivers and care staff at the Al Fattah Sidoarjo Islamic boarding school are trained to use communication. This pattern is a way of communicating that pays attention to children's feelings, needs and rights without ignoring the authority of the educator. Communication that emphasizes the importance of empathy and respect for children, so that every interaction creates a sense of security and comfort for them. This ensures that children feel valued and free to express their opinions or concerns. This approach also encourages respectful two-way dialogue between caregivers, teachers and students. By creating this healthy relationship, the Islamic boarding school atmosphere becomes more harmonious and conducive to the learning process. Children feel more motivated to participate in learning and social activities, which ultimately support their optimal growth and development in a positive and supportive environment.

This communication approach encourages the creation of a respectful two-way dialogue between caregivers, teachers and students. This healthy and harmonious relationship makes the Islamic boarding school atmosphere more conducive to learning and daily activities. Children become more motivated to participate in learning activities and other social activities. In the long term, these positive communication patterns support children's optimal development in an inclusive, supportive and self-confidence-building environment.

Research shows that this communication approach that prioritizes two-way dialogue and mutual respect not only strengthens the emotional relationship between caregivers, teachers and children, but also creates a solid foundation for the formation of children's character. When children feel appreciated, heard, and supported, they are more confident in expressing themselves, exploring their potential, and learning from experiences[24]. This harmonious and conducive Islamic boarding school environment fosters a sense of togetherness and social responsibility, which ultimately strengthens community ties and produces a generation that is not only intellectually intelligent but also emotionally and spiritually mature[25].

Controlling (Control)

In the process of controlling caregivers at the Al Fattah Islamic boarding school, monitoring is an important element to ensure that each student receives adequate attention. The process of monitoring student development includes academic and emotional aspects that are carried out regularly. Teachers and caregivers collaborate to record each child's learning progress, behavior, and special needs. This information is then summarized in periodic reports provided to parents. With this report, parents get a transparent picture of their child's condition and development while at the Islamic boarding school. This system not only ensures good communication between Islamic boarding schools and families, but also allows parents to actively participate in supporting their children's education process.

Apart from monitoring, evaluation of child-friendly programs is carried out on a scheduled basis, usually every month, by a special team appointed by the Islamic boarding school. This evaluation aims to assess the effectiveness of the program, identify challenges, and find solutions to improvements. In this process, Islamic boarding schools involve input from students and parents as evaluation material so that the programs they run continue to be relevant to children's needs. With this approach, Islamic boarding schools can ensure that every child-friendly initiative has an optimal positive impact on children's academic and emotional development.

Based on research A child-friendly programme evaluation approach involving scheduled monitoring and input from various parties, including students and parents, is a very important strategic step. In this way, Islamic boarding schools can not only measure program success objectively but are also able to adapt to evolving needs [26]. Involving the voices of children and families in the evaluation process reflects the commitment of Islamic boarding schools to the principles of inclusivity and active participation, so that every initiative they undertake is truly relevant and has a direct impact on the well-being of children. This approach also ensures that Islamic boarding schools become a responsive, progressive environment, and are able to make a real contribution to children's holistic growth, both from an academic, emotional and social perspective [27].

2. Obstacles and Solutions in Creating Child-Friendly Islamic Boarding Schools

In implementing child-friendly Islamic boarding schools at the Al Fattah Sidoarjo Islamic boarding school, obstacles arise in planning, organizing, directing and controlling. At the planning stage, lack of understanding of the individual needs of students, lack of participation due to lack of self-confidence, and

limited facilities and teaching staff are the main challenges. In organization, less effective communication often leads to overlapping tasks, plus a lack of specialized training for caregivers and a high workload due to staffing constraints. At the direction stage, empathy communication patterns are difficult to implement because caregivers tend to use old authoritarian methods, resistance to change, and lack of feedback from students who are reluctant to express their opinions, at the control stage monitoring the development of each student individually can be a challenge, especially if the number of students is much greater than the number of teaching staff.

To overcome obstacles in implementing child-friendly Islamic boarding schools at the Al Fattah Sidoarjo Islamic Boarding School, regular surveys and casual discussions can be carried out to understand the needs of students, supported by training caregivers in child psychology. Anonymous mechanisms such as suggestion boxes increase student participation, while additional funding and partnerships with local organizations optimize resources. Clear task structures, management aids, and caregiver training help address less effective communication, while volunteer recruitment lightens the workload. Briefing can be enhanced by empathy-based communication patterns, rewards for adaptive caregivers, and anonymous discussion and feedback forums. Educational management technology makes it easier to monitor individuals, and regular communication with parents through digital reports strengthens family involvement. These measures support the creation of a child-friendly **Islamic boarding school** environment. Another obstacle is friendship in the Islamic boarding school environment. Friendships are groups that are formed due to similar ages, proximity to a place to live, similar hobbies or habits, and so on. This can lead to a lack of discipline in the child [28]. Usually in a friendship environment there is a habit of following along. One person violates, the other participates in violations such as the scope of his friendship. Not all friends invite goodness, therefore how important it is to choose a good friendship environment The student's friendship environment must also be considered by the boarding school supervisor so that students who often violate it do not affect other children [29].

Solutions to overcome the negative influence of the friendship environment on children's discipline, an approach is needed that involves cottage builders, children and parents. The formation of small groups with positive values, such as peer mentor programs or collective assignments, can strengthen togetherness in good things. Apart from that, education about the importance of choosing friends, whether through inspirational lectures, discussions or strengthening religious values, is very important. Lodge builders need to carry out active supervision, both directly and through reports, while providing individual approaches to students who often violate. Enforcement of strict but educational rules, such as educational sanctions and rewards for disciplined students, must also be implemented. The cottage environment needs to be made attractive by recreational activities, adequate facilities, and activities that encourage togetherness. Collaboration with parents through regular meetings is also necessary to support coaching. Empowering students to remind each other, through disciplinary committees or da'wah activities, as well as regular behavioral evaluations can increase disciplinary awareness[30]

Apart from that, the implementation of the Child-Friendly Islamic Boarding School policy also faces technical obstacles. Although the government has provided official guidelines, understanding and implementation of these policies on the ground is still not optimal. Some boarding schools may not yet have trained human resources or adequate facilities to create an environment that complies with children's comfort and safety standards. These limitations can slow down the process of transforming Islamic boarding schools towards a child-friendly system. Therefore, support from various parties, including the government and social organizations, is very necessary to help Islamic boarding schools meet these standards.

Another obstacle is resistance to change which often arises from internal Islamic boarding schools. Some Islamic boarding school caregivers or administrators tend to maintain traditional approaches that are considered adequate. This is compounded by the lack of effective communication between Islamic boarding school administrators, students and parents, which can hinder early detection of problems faced by students. To overcome this obstacle, collaborative efforts are needed to build awareness, strengthen communication, and create a better monitoring system. In this way, the concept of Child-Friendly Islamic Boarding Schools can be applied comprehensively and sustainably

Solutions to increase the capacity of Islamic boarding school caregivers and administrators can be done through regular training with education experts, child psychologists and religious figures to support an inclusive approach without abandoning traditional values. Effective communication systems such as monthly forums, messaging applications, or discussion groups need to be implemented, supported by special teams to ensure input from all parties[31]. Technology-based monitoring, including anonymous reporting, assists in early detection of problems, while students are involved in programme evaluation. Collaboration with parents, community leaders and Islamic boarding school leaders is needed to develop relevant policies, supported by facilities such as counseling rooms and play areas. With a data-driven approach and phased implementation, child-friendly programmes can be more effective and widely accepted.

The lack of a structured **monitoring and evaluation system is** **one of the main obstacles** in realizing child-friendly Islamic boarding schools. This system is important to measure the **extent to which the program** designed **meets the needs of students and** achieves the expected goals. **Islamic boarding schools that do not** have regular monitoring mechanisms often find it difficult to identify students' academic, emotional and social developments as a whole. This can cause problems faced by students, such as stress, learning difficulties, or discomfort, to go undetected and handled properly.

Solutions for technology-based monitoring systems that record real-time student development data need to be implemented and accessed by caregivers, teachers and parents. directly helps assess programs and identify challenges. A special evaluation team with training in detecting problems is needed, while the involvement of students and parents in providing feedback can improve the program. Evaluation data must be used for concrete solutions, supported by caregiver training on monitoring techniques and preventive measures such as routine counseling and self-development.[32] With this solution, Islamic boarding schools can build a structured monitoring and evaluation system, so that they are able to detect and handle student problems early and ensure child-friendly programs run effectively

4. VII. Conclusion

Implementation of child-friendly Islamic boarding school management at the Al Fattah Sidoarjo **Islamic boarding** school. 1). that **the** management of the Islamic boarding school is child-friendly at the Al Fattah Sidoarjo Islamic boarding school by implementing POAC. 2). Obstacles that arise in planning, organizing, directing and controlling. At the planning stage, there is a lack of understanding of the child's individual needs. In organizing, communication is less effective. At the direction stage, empathetic communication patterns are difficult for children to understand. At the control stage, it monitors the development of each child individually. The solution, to overcome obstacles in planning, organizing, directing and controlling, several solutions can be implemented. In planning, regular surveys and small group discussions can help understand a child's individual needs, supported by caregiver training on child psychology. In organization, a clear task structure and the use of aids such as digital applications can improve coordination, while communication training for caregivers is also required. At briefings, empathy communication patterns can be improved through simulation training and providing feedback space, either directly or anonymously. For control, educational management technology can make monitoring children easier, with caregivers responsible for small groups to ensure more focused attention.

2.

5. Reference

[1] D. Setiawan, I. Bafadal, A. Supriyanto, Dan S. Hadi, "Islamic Boarding School-Based Madrasas: Potential Towards Reform," Management Accountability. Educator., Vol. 8 No 1, No. 1, Pg. 34-43, 2020.

[2] S. Wahyuni, Public Service Management: Optimizing the Protection of Victims of Violence Against Women and Children. 2023.

[3] P. An-Nur, A. Mardiansyah, D. A. Romadlon, Dan U. M. Sidoarjo, "Humanistic Santri Disciplinary Development in Pondok," Vol. 6, Nr. 3, Pg. 820-830, 2024.

[4] D. Ervina Suryani, M. Rionald Habeahan, I. Anugerah Rasidin Purba, Dan J. Risky Siagian, "The Role of the Class I Special Child Development Institute (Lpka) Tanjung Gusta Medan in Providing Guidance for Children of Criminal Offenders," Syntax Idea, Vol. 6, Nr. 1, Pg. 156-122, 2024, Doi: 10.46799/Syntax-Idea.V6i1.2888.

[5] S. Wahyuni Dan I. Nasution, "Characteristics of Educational Leadership in Islamic Boarding Schools," Tarbiatuna J. Islam. Educ. Stud., Vol. 4, Nr. 1, Pg. 307-318, 2024.

[6] Q. Rusmawati, "Keywords: Participation, Society, Committees, School Based Management," Vol. Vol.1 No 1, No. Community and Committee Participation in Educational Development, Implementation of School/Madrasah Based Management, Pg. 15-20, 2020.

[7] M. Saini, "Model for Developing Child-Friendly Islamic Boarding Schools as an Effort to Deradicalize Religion from an Early Age," Tabyin J. Educator. Islam, Vol. 2, Nr. 1, Pg. 73-91, 2020, Doi: 10.52166/Tabyin.V2i1.31.

[8] Said Alwi, Bullying Behavior Among Power Students in Lhokseumawe City, Vol. 01. 2017.

[9] M. Hamdi, "Transformative Strategy for Islamic Boarding School Management Development in the Modern Era," Asos. Tarb Lecturer. Krempyang Tanjunganom, Vol. 1, Nr. 1, Pg. 5-24, 2020.

[10] A. Nurnaningsih, R. A. Norrahman, Muhammadong, Dan T. S. Wibowo, "Human Resource Empowerment in the Context of Education Management," J. Int. Multidiscip. Res., Vol. 1, Nr. 2, Pg. 221-235, 2023, [Online]. Available At: Https://Journal.Banjaresepacific.Com/Index.Php/Jimr.

[11] A. Nurulah Dan M. Zulfiqri, "Strategic Management of Islamic Boarding School Education," Vol. 3, Nr. 2, Pg. 111-120, 2024.

[12] N. Mu'minah, "Character Building in Imam Zarkasyi's Educational Concept Viewed from Ibnu Miskawaih's Moral Philosophy," J. Philosophy, Vol. 25, Nr. 1, Pg. 100, 2016, Doi: 10.22146/Jf.12616.

[13] R. Ashari Hamzah Et Al., R. Anshari Hamzah, R. Mesra, K. Br Karro Et Al. 2023. 21st Century Learning Strategy Pt. Mifandi Mandiri Digital. 2023.

[14] S. Wahyuni, Improving the Protection of Victims of Violence Against Women and Children, Vol. 3, Nr. 17. 2023.

[15] D. Developing Dan P. Islamic boarding school, "Volume 5, Number 3," J. Agromedicine, Vol. 9, Nr. 2, Pg. 289-305, 2005, Doi: 10.1300/J096v09n02_18.

[16] M. Solomon And A. A. Abidin, "Responsibility for Education in Children from an Islamic Perspective," Atthiflah J. Early Child. Islam. Educ., Vol. 11, Nr. 1, Pg. 45-56, 2024, Doi: 10.54069/Atthiflah.V11i1.599.

[17] K. Teacher, "Abstract."

[18] H. Harmathilda, Y. Yuli, A. R. Judge, Dan C. Supriyadi, "Transformation of Islamic Boarding School Education in the Modern Era: Between Tradition and Innovation," Karimiyah, Vol. 4, Nr. 1, Pg. 33-50, 2024, Doi: 10.59623/Karimiyah.V4i1.51.

[19] I. In Dan P. Islamic boarding school, "1 , 2 1,2," Vol. 09, Nr. September, 2024.

[20] F. Magdalena, I., Khofifah, A., & Auliyah, "Educational Scholars," Educational Scholars., Vol. 2, Nr. 5, Pg. 10-20, 2023, [Online]. Available At: Https://Ejournal.Warunayama.Org/Index.Php/Sindorocendikiapendidikan/Article/View/769.

[21] P. Utomo, N. Asvio, Dan F. Prayogi, "Class Action Research Methods (Ptk): A Practical Guide For Teachers And Students In Educational Institutions," Pubmedia J. Researcher. Indonesian Class Actions., Vol. 1, Nr. 4, Pg. 19, 2024, Doi: 10.47134/Ptk.V1i4.821.

[22] S. Parawansah, Indar, "The Influence of Group Counseling with a Behavioristic Approach in Overcoming Friendship Conflicts in Early Adolescents (Case Study of Al-Fhataniyah Islamic Boarding School)," J. Al-Taujih, Vol. 8, Nr. 1, Pg. 40-46, 2022, [Online]. Available At: Https://Ejournal.Uinib.Ac.Id/Jurnal/Index.Php/Attaujih/.

[23] M. D. Ramadoni, N. Huda, Dan S. Suriana, "Dynamics of Muhammadiyah in Musi Banyuasin Regency, South Sumatra Province," Tanjak Sej. And Perad. Islam, Vol. 1, Nr. 3, Pg. 41-69, 2021, Doi: 10.19109/Tanjak.V1i3.9703.

[24] I. Palopo, "Secondary Communication Patterns of Iain Palopo Students in the Perspective of Islamic Communication Ethics," Vol. 16, Nr. 2, 2024.

[25] M. Karim, "Tahfidzul Qur'an Learning Management at Islamic Boarding Schools," J. Stud. Islam and Muhammadiyah, Vol. 2, Nr. 2, Pg. 131-140, 2022, Doi: 10.18196/Jasika.V2i2.23.

[26] K. Saadah, P. Islamic Economics, F. Economics And Business, And U. Muhammadiyah Jakarta, "Science and Applied Economics Business Research Media Operational Management Strategy for Ulumuddin Susukan Islamic Boarding School Cirebon," Media Ris. Econ Business. Science And Therapy., Vol. 1, Nr. 2, Pg. 27-41, 2023.

[27] A. Mukti, J. Arsyad, Dan A. Bahtiar, "Implementation of Instilling Character Educational Values Based on the Qur'an and Hadith in Students," Islamic Education. J. Educator. Islam, Vol. 12, Nr. 2, Pg. 1485-1500, 2023, Doi: 10.30868/Ei.V12i02.4213.

[28] M. B. Ahlaqih Dan D. A. Romadlon, "Santri's Perception in Enforcing Discipline Using Physical and Non-Physical Punishment in Islamic Boarding Schools," Vol. 6, Nr. 3, Pg. 1123-1132, 2024.

[29] Q. E. Lusviyanti, O. Bariah, Dan S. Suryana, "Strategies for Teaching Islamic Boarding School Teachers to Improve Santri Discipline at the East Telukjambe Al-Fathimiyah Islamic Boarding School," Islamika, Vol. 4, Nr. 3, Pg. 433-450, 2022, Doi: 10.36088/Islamika.V4i3.1964.

[30] A. P. Ramadan And M. Luthfi, "Communication Strategy for Al-Istiqomah Islamic Boarding School in Learning Arabic as an Official Language," Sahafa J. Islam. Commun., Vol. 3, Nr. 1, Pg. 25, 2020, Doi: 10.21111/Sjic.V3i1.4653.

[31] N. S. Rizqi Dan H. Bisri, "Efforts to Increase the Discipline of Babussalam Islamic Boarding School Banjarejo Malang Performance," Int. Semin. Islam. ..., Vol. 1, Pg. 389-391, 2021, [Online]. Available At: Http://Ejournal.Uniramalang.Ac.Id/Index.Php/Isiep/Article/View/1387%0ahttps://Ejournal.Uniramalang.Ac.Id/Index.Php/Isiep/Article/Download/1387/836.

[32] L. Adu Dan M. S. Saimima, "Ta'lim Council and Its Lessons Learned to Improve the Religious Quality of Muslims in Indonesia," Al-Iltizam J. Educator. Islam, Vol. 9, Nr. 1, Pg. 1-11, 2024, Doi: 10.33477/Alt.V9i1.6736.