The Implementation of the Quarantine Management Philosophy in Tahfiz and Boarding School to Enhance Enrollment Interest at MAN Insan Cendekia Paser

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Abstract—This research aims to examine the implementation of the philosophy of tahfiz quarantine and boarding school management in increasing enrollment interest at Insan Cendekia Paser Islamic High School. The study employs a qualitative method with a descriptive approach. Data are collected through observation, interviews, and documentation. The results indicate that the implementation of the philosophy of tahfiz quarantine and boarding school management at Insan Cendekia Paser Islamic High School has had a positive impact on increasing enrollment interest, as evidenced by the growing number of applicants each year. Student registration for the first time in 2015 was 150 students, until 2023 there will be 371 students interested in registering. This research took data from the deputy head of the school for public relations and student affairs, parents and students when re-registering in 2023. The research shows that among parents and students interested in entering MAN Insan Scholar Paser is the existence of a dormitory system and tahfiz activities as part of the superior program MAN Paser Scholar Person. The philosophy emphasizes the importance of character development, morality, and knowledge. Tahfiz quarantine and boarding school also provide a unique and engaging experience for students, making them more interested in studying at Insan Cendekia Paser Islamic High School. Research topics include parents of students, incoming students, students who are undergoing or who have been quarantined in Tahfiz, as well as students who live in the MAN Insan Scholar Paser Dormitory. This diversity of research topics provides a more comprehensive picture of the impact of implementing management principles. Information collection was carried out through interviews, observation and document analysis. Based on these findings, it can be concluded that the implementation of tahfiz quarantine and boarding school management philosophy can be considered a contributing factor in enhancing enrollment interest at MAN Insan Cendekia Paser.

Keywords — Tahfiz quarantine, boarding school, management philosophy, enrollment interest.

I. INTRODUCTION

Interest in Islamic education, whether in pesantren (Islamic boarding schools) or madrasahs (Islamic schools), is substantial. Currently, many parents of students are willing to enroll their children in Islamic institutions that have proven to make significant contributions to human resource development in Indonesia (Kemenag, n.d.).

The desire of parents to enroll their children in Islamic institutions such as madrasahs, pesantren, or boarding school-based public schools is currently very high. These Islamic institutions have made significant contributions to the national and societal life, reaching the family level.

One popular activity among parents is the memorization of the Qur'an, organized by tahfiz institutions, pesantren, Islamic schools based on the boarding school system under the Ministry of Education and Culture, as well as madrasahs with dormitories under the Ministry of Religious Affairs.

Learning within the boarding school system can be defined as a systematically organized educational experience for students who reside in dormitories. They participate in activities scheduled by dormitory authorities from morning until night, all within the context of an Islamic way of life. Institutions based on the boarding school system focus on character-building activities that instill noble morals, good manners, and positive behavior for students' future lives. These activities, such as tahfiz quarantine, involve students in memorizing the Qur'an, understanding its meanings, contemplating its teachings, and applying them in their daily lives within the dormitory, at home, in local communities, and in society at large.

The Islamic boarding education system seeks to enhance the learning experience by creating a cohesive environment for educators and students reside for an extended period. Effective education, targeting cognitive, affective, and psychomotor domains, aims to comprehensively shape students' personalities. Teachers play multifaceted roles as educators, mentors, coaches, motivators, and initiators. The system also aims for student control, fostering a democratic and familial atmosphere. Education endeavors to instill discipline, independence,

and religious values, particularly within the pesantren context, preparing individuals to contribute to society as da'i or da'iyah (preachers) (Ihwan, 2023).

The Tahfiz quarantine and boarding school models are currently in high demand among the public, particularly parents aiming to provide top-notch education for their children. This educational approach provides numerous benefits, including a favorable learning environment, a comprehensive curriculum, and intensive guidance. Nevertheless, alongside these advantages, Tahfiz quarantine and boarding schools also pose challenges, with effective and efficient management being a crucial factor.

In the context of managing tahfiz quarantine and boarding school, philosophy plays a crucial role. Philosophy can serve as a foundation for formulating policies, programs, and educational activities. Grounded in philosophy, the management of tahfiz quarantine and boarding school becomes more directed and focused on achieving educational objectives.

Boarding school education systems reflects a fusion of the conventional madrasah and pesantren education systems. This dormitory-based model, providing round-the-clock education, presents tangible benefits by cultivating students' readiness to develop into individuals characterized by faith, piety, and the capability to lead independent lives within society (Hakiem, 2021).

Ihwan's research with the title "Asrama-Based Learning Management to Improve Arabic Language Skills of Male Students at Ma'had Al-Birr Unismuh Makassar in 1444 H/2022 M" emphasizes the application of dormitory-based educational management to enhance Arabic language proficiency in the male dormitory of Ma'had Al-Birr Unismuh Makassar. The study also explores the supporting and inhibiting factors of dormitory-based educational management in improving Arabic language skills in the male dormitory of Ma'had Al-Birr Unismuh Makassar (Ihwan, 2023).

Meanwhile, Iyoh Mastiyah and Elis Lisyawati's research on the "Model of Implementation of Madrasah Aliyah Negeri Insan Cendekia (MAN IC) Program in Pekalongan, Central Java" emphasizes the implementation of various programs supported by a conducive learning environment, complete facilities, high teacher integrity, and open and democratic governance management. These factors contribute to the effectiveness of the learning process (Mastiyah & Lisyawati, 2022).

The previous research, which serves as the literature review, differs from this study in terms of the application of philosophy in managing tahfiz quarantine and boarding school, aiming to enhance enrollment interest in MAN Insan Cendekia Paser.

Based on the aforementioned, the researcher is intrigued by the application of the philosophy of managing tahfiz quarantine and boarding school in enhancing enrollment interest at Insan Cendekia Paser Islamic High School (MAN).

II. LITERATURE REVIEW

A. Management

Management is the process of planning, organizing, executing, and controlling resources or activities with the aim of achieving desired outcomes. Management can be applicable in various contexts, such as business management, natural resource management, project management, financial management, and many more.

The term "management" originates from "kelola," a verb meaning to control, organize, handle, or carry out a project, organization, or institution (*Kamus Besar Bahasa Indonesia (KBBI) Online*, t.t.). Management itself signifies the process, method, or act of handling; the process of carrying out specific activities by mobilizing the efforts of others; the process that helps formulate the policies and objectives of an organization; the process that provides oversight for all aspects involved in policy implementation and goal achievement (*Kamus Besar Bahasa Indonesia (KBBI) Online*, t.t.).

Management is defined as the process of consciously, deliberately, and systematically organizing and overseeing an object, whether physical or non-physical, with the aim of achieving predetermined goals (Hidayat et al., 2023).

The term Management or Idarah is a reciprocal condition, striving to adhere to existing regulations. Idarah, in the general sense, encompasses all efforts, actions, and human activities related to the planning and control of everything in a purposeful manner (Harahap, 2017).

Management is often defined as a science, strategy, and profession. This characterization is termed as science by Luther Gulick because management is considered a field of knowledge that systematically seeks to understand the reasons and ways people collaborate to achieve goals and aims to make this collaborative system more beneficial for humanity (Susan, 2019).

In the context of management, it can be defined as a series of actions or efforts undertaken by a group of people to fulfill various responsibilities to achieve a specific goal.

B. Tahfiz Quarantine

Quarantine can be understood as a secluded containment area aimed at preventing the transmission (influence, etc.) of diseases and the like (*Kamus Besar Bahasa Indonesia (KBBI) Online*, n.d.)

Meanwhile, a similar concept can be explained as retreat, disposal, seclusion, separation, divorce, distancing (oneself), hiding, solitude, elimination, or exclusion (*Kamus Besar Bahasa Indonesia (KBBI) Online*, n.d.).

According to the Agricultural Quarantine Center, it is a place of isolation and/or action as a preventive measure to control the entry and spread of pests, diseases, or disruptive organisms from abroad and from one area to another within the country, or the exit from the territory of the Republic of Indonesia (*Balai Karantina Pertanian Kelas II Medan*, t.t.).

In the military context, it refers to simultaneous, coordinated, and balanced efforts of teaching and nurturing to shape and foster the personality, intelligence, and physical attributes of students to achieve educational

goals. Teaching activities take place in classrooms and laboratories using practical methods. Field training activities are carried out in a programmed, tiered, staged, and progressive manner according to the respective levels (TNI, n.d.).

As for the Indonesian National Police Education Institution (Lembaga Pendidikan POLRI or Lemdikpol), which operates under the Chief of Police (Kapolri), they articulate that quarantine is an educational platform organized for prospective Indonesian Police Non-Commissioned Officers within a specific period to develop knowledge, skills, and commendable attitudes in carrying out policing duties (Anwar, 2017)

Tahfiz Quarantine is a temporary space and process designed to shield individuals from external disturbances, specifically tailored for the cultivation of Quranic memorization activities. Tahfizh Al-Qur'an entails the process of memorizing the Quran, either through reading or repeated listening until the verses are committed to memory, allowing each verse to be recited without referring to the written text. (Program Karantina Tahfizh Al-Quran -, 2022).

In the modern era, memorizing the Qur'an is no longer something unfamiliar in society. There are numerous institutions that offer guidance programs for beginners in memorizing the Qur'an. This is happening because, at present, tahfiz-based programs have progressively become a part of communal spaces and even contribute to the educational landscape in Indonesia (Muhammad Ichsanul Akmal, 2021).

Tahfiz quarantine represents significant hope and attention towards the activity of memorizing the Qur'an. The emergence of this trend reflects the increasing awareness among the Muslim community regarding the importance of having Qur'an memorizers present in society as one of the efforts to ensure the purity of the Qur'an is preserved. In addition to memorization, efforts by the Muslim community are essential for the preservation of the Qur'an (M.A & Pd, 2022).

From the various explanations provided above, it can be elucidated that tahfiz quarantine serves as an educational environment for students placed in a dedicated and temporary space, isolated from potential disruptions, with the aim of fostering individuals who embody ethics, manners, norms, and noble morals through the accustomed process of memorizing the Quran. This process involves repeated recitation and memorization, guided by a tahfiz mentor, until the verses can be recited without consulting the Quranic text.

C. Boarding School

Boarding school is a residential educational institution for students, educators, and administrators reside in provided accommodations for a specified period. It represents an intensive form of education in which students live on campus, and parents, along with their families, visit only on weekends and designated school holidays as determined by the institution (Behaghel et al., 2017)

Another interpretation is that a boarding school provides education for individuals who live on the premises as part of their daily schooling. The term 'boarding' is used in the sense of lodging and meals, referring to accommodation and dining facilities (Ekine-Ogunlana, 2023).

This aligns with the assertion that the term 'boarding school' carries the same meaning as 'asrama' or dormitory-based education, as stated by Farida Galela (Ihwan, 2023), education conducted in an institution utilizing dormitory facilities as the residence for students, educators, and those directly involved in the educational process is referred to as dormitory-based education or boarding school."

MAN Insan Cendekia, as a boarding school madrasah, mandates that all students must reside in the madrasah dormitories. The dormitory is not merely a place of residence for the students; rather, it serves as a platform for a series of educational processes within the madrasah, allowing for the optimization of its implementation to achieve the expected quality.

The dormitory is a crucial component in every madrasah employing the boarding school system, such as MAN Insan Cendekia Paser. The dormitory holds a highly significant position and encompasses a broad scope, necessitating systematic management. The dormitory is an inherent aspect inseparable from the lives of students in a madrasah. The dormitory and the madrasah function as a single unit, albeit with specific regulations governing the dormitory.

The educational process in a boarding school madrasah is a cohesive unit, encompassing both daytime and nighttime learning activities. It covers all aspects of life as a human being, addressing both the need for self-actualization and the practical requirements for communal living. Most importantly, it involves the acquisition, understanding, and implementation of Islamic values that are beneficial for both worldly and hereafter existence.

D. Increasing Enrollment Interest in Islamic Educational Institutions

Enrollment interest in Islamic Educational Institutions (Lembaga Pendidikan Islam - LPI) has surged in recent years, as evidenced by the increasing number of applicants across various levels, including elementary, middle, and high school. The factors influencing the heightened enrollment interest in Islamic Educational Institutions involve both internal and external elements.

Internal factors encompass the quality of education, facilities, and educational costs within Islamic Educational Institutions. High-quality education and adequate facilities can enhance the reputation of Islamic Educational Institutions, while affordable educational costs facilitate community access.

On the other hand, external factors influencing enrollment interest involve the development of Islam within society, the demand for skilled labor, and global competition. The public's awareness of the importance of Islamic education has increased alongside the development of Islam. The need for skilled labor also drives parents to enroll their children in Islamic Educational Institutions. Global competition encourages communities to seek quality education, including Islamic education.

Islamic Educational Institutions that provide quality education produce competent graduates, subsequently fostering community trust in the institution. Adequate facilities also contribute by creating a conducive and comfortable learning environment. Furthermore, affordable educational costs serve as a supportive factor for enrollment interest in Islamic Educational Institutions.

The perspectives of parents in selecting schools/madrasahs can be categorized based on percentages. If the percentage is above 50%, the primary priorities are quality, excellence, and proximity to home. Conversely, if the percentage is below 50%, factors such as affordable cost, discipline, public status, convenient transportation, a supportive environment, and the child's desires become more dominant.

Every educational institution has the power to influence the community in making crucial decisions, with the general tendency that the quality factor of the educational institution plays a significant role. The prioritized factors for parents in choosing schools/madrasahs, when ranked based on a percentage above 50%, include International Standardized Schools (SBI), comprehensive facilities, discipline, and achievements. Meanwhile, if the percentage is below 50%, the primary priorities involve a professional school principal and teachers, a conducive learning atmosphere, and a strategic environment (Ridho, 2017).

In general, the quality aspect in education refers to the learning and teaching processes as well as the learning outcomes. At this stage, Islamic educational institutions need to demonstrate their existence. If the assessment of quality is related to the educational processes, Islamic educational institutions are expected to enhance the quality of their educators from the level of Madrasah Diniyah, Raudhatul Athfal (RA), Madrasah Ibtidaiyah (MI), Madrasah Tsanawiyah (MTs), Madrasah Aliyah (MA), up to STAIN/IAIN/UIN. Furthermore, attention should be paid to the needs of stakeholders related to the competencies of graduates and technical skills expected in the workforce. A positive relationship between the needs and the outputs of educational institutions will result in an increased acceptance of Islamic education graduates within society. Additionally, if quality indicators are focused on learning outcomes, the quality of graduates, and academic achievements, Islamic educational institutions must be able to demonstrate their quality with academic evidence that is acceptable and trusted by all parties in accordance with established standards (Umar & Ismail, 2018).

E. Dormitory Management of Insan Cendekia Paser

The Insan Cendekia National Islamic Boarding School is a residential madrasah (boarding school), and therefore, all students of the Insan Cendekia National Islamic Boarding School are required to reside in the dormitory. The dormitory is not merely a place for students to live; rather, it is an integral part of the educational process in the madrasah.

The dormitory is a fundamental aspect of a school that utilizes the boarding school system, as seen in the Insan Cendekia National Islamic Boarding School in Paser. The dormitory holds a highly significant position and has a broad scope, necessitating systematic management. The dormitory is inseparable from the lives of students in the madrasah. The dormitory and madrasah form a unity, with dormitory regulations being distinct in their arrangement.

The educational process in the boarding madrasah is a holistic unit, a process in which an individual and a group are coordinated to achieve common goals (Fardiansyah et al., 2022), encompassing both daytime and nighttime learning activities. It addresses all aspects of human life, including the needs for self-actualization and real-life requirements for living in society. More importantly, it focuses on knowledge, understanding, and the implementation of Islamic values that are beneficial for life in this world and the hereafter (Keasramaan MAN IC Paser, 2022).

The success of Islamic educational institutions (madrasahs) based on boarding facilities is highly determined by their ability to professionally implement management functions. Educational management is a series of collaborative efforts involving educational personnel and all madrasah resources to achieve jointly formulated objectives. The essence of educational management in Islamic educational institutions can be observed through the implementation of its functions, beginning with planning, organizing, directing, executing, and overseeing (Maujud, 2018).

The aim of educational institutions is to increase knowledge and strengthen the skills of pupils and students in an effort to face the era of globalization as a form of education that is dynamic with the times. Education is a systematic process carried out by responsible people to ensure that students have the characteristics and character of their educational ideals. Therefore, educational institutions must have the ability to provide the best education for all educational citizens in order to increase the progress and competitiveness of an educational institution. Orientation to students regarding knowledge and technology must be carried out by educational institutions so that students become superior and independent (Ridho dkk., 2022).

One of the factors influencing dormitory life is the heterogeneous background of students, including their diverse educational backgrounds (from MTs and junior high schools to pesantrens and non-pesantrens). The varied backgrounds of schools/madrasahs, families, and students' lives necessitate precise management. Therefore, a strong commitment, consistency, and a sense of responsibility are required from madrasah administrators, especially teachers, staff, and all members of the institution who directly engage with students and parents in managing the lives of students in the dormitory.

III. METHODS

This research uses a qualitative approach and endeavor to describe a phenomenon, event, or occurrence that is currently occurring (M.M, 2016) and focuses on gaining an in-depth understanding of the practical impact of implementing the Tahfiz quarantine management

philosophy and boarding school in increasing the desire to enter Insan Cendekia Paser Islamic High School (MAN). The qualitative approach enables researchers to depict the research object (Pahleviannur et al., 2022) to examine complex and contextual aspects of educational management.

Research topics include parents of students, incoming students, students who are undergoing or who have been quarantined in Tahfiz, as well as students who live in the MAN Insan Scholar Paser Dormitory. This diversity of research topics provides a more comprehensive picture of the impact of implementing management principles. Information collection was carried out through interviews, observation and document analysis. It is hoped that this combination of methods can provide a comprehensive understanding of the subject's experiences and perceptions regarding the implementation of the Tahfiz quarantine and boarding house management philosophy. The data analysis process uses a qualitative approach which includes stages of data reduction, data presentation, and drawing conclusions.

This approach allows researchers to identify patterns, insights, and meaning behind the qualitative data collected. Therefore, this research methodology was developed to provide an in-depth and comprehensive understanding of the impact of implementing the tahfiz quarantine and dormitory management philosophy at Insan Cendekia Paser Islamic High School (MAN).

IV. RESULTS AND DISCUSSION

Tahfiz quarantine and boarding school are currently highly sought-after education models, particularly among parents aiming to provide the best education for their children. This educational model offers various advantages, such as a conducive learning environment, integrated curriculum, and intensive guidance.

However, behind these advantages, tahfiz quarantine and boarding school also pose their own challenges, one of which is effective and efficient management. Proper management can yield optimal results, while poor management may impede the achievement of educational goals.

In the context of managing tahfiz quarantine and boarding school, philosophy plays a crucial role. Philosophy can serve as the foundation for formulating policies, programs, and educational activities. Grounded in philosophy, the management of tahfiz quarantine and boarding school becomes more directed and focused on achieving educational objectives.

Key points related to the application of the philosophy of managing tahfiz quarantine and boarding school in enhancing enrollment interest at Insan Cendekia Paser Islamic High School (MAN): Philosophy as a foundation. Philosophy can serve as the foundation for formulating policies, programs, and educational activities at Insan Cendekia Paser Islamic High School (MAN). The philosophy adhered to by MAN Insan Cendekia Paser is Islamic philosophy, oriented towards shaping knowledgeable, faithful, and morally upright character in students.

In accordance with Islamic philosophy, the management of tahfiz quarantine and boarding school at Insan Cendekia Paser Islamic High School (MAN) should focus on the aspects:

First, Character Formation. The management of tahfiz quarantine and boarding school at Insan Cendekia Paser Islamic High School (MAN) should be directed towards shaping the character of students who are knowledgeable, faithful, and morally upright. This can be achieved through various activities, such as Quranic memorization activities, religious and moral worship activities, personality development activities, and self-development activities.

Second, Academic Achievement Improvement. The management of tahfiz quarantine and boarding school at Insan Cendekia Paser Islamic High School (MAN) should also aim to improve the academic achievement of students. This can be accomplished through various activities, including effective and efficient teaching and learning activities, guidance and counseling activities, and talent and interest development activities.

Third, Independence Building. The management of tahfiz quarantine and boarding school at Insan Cendekia Paser Islamic High School (MAN) should also focus on building the independence of students. This can be achieved through various activities such as assignments, training activities, and the practical application of knowledge.

Fourth, Policy and Program. Educational policies and programs at Insan Cendekia Paser Islamic High School (MAN) should be formulated based on Islamic philosophy and tailored to the needs of the students. These policies and programs must be comprehensive and integrated to support the achievement of educational objectives.

Fifth, Activitie. Educational activities at Insan Cendekia Paser Islamic High School (MAN) should be well-designed and executed effectively and efficiently. These activities should optimally develop the potential of students in academic, non-academic, and spiritual domains.

Sixth, Human Resources (HR). The human resources involved in managing tahfiz quarantine and boarding school at Insan Cendekia Paser Islamic High School (MAN) must possess relevant competencies. These individuals should have a strong understanding of Islamic philosophy, as well as adequate skills and experience in the field of education.

Seventh. Facilities and Infrastructure. Facilities and infrastructure available at Insan Cendekia Paser Islamic High School (MAN) should be sufficient to support the implementation of educational activities. These facilities and infrastructure should be well-designed and managed to provide comfort and security for the students.

By consistently applying the philosophy of managing tahfiz quarantine and boarding school, it is expected that Insan Cendekia Paser Islamic High School (MAN) can increase enrollment interest in the community. This is because MAN Insan Cendekia Paser can provide quality education in terms of academics, non-academics, and spirituality.

V. CONCLUSION

The implementation of the philosophy of managing tahfiz quarantine and boarding school at Insan Cendekia Paser Islamic High School (MAN) can enhance enrollment interest in the school. This is because the application of this philosophy can generate quality education, encompassing academic, non-academic, and spiritual aspects.

Specifically, the implementation of the philosophy of managing tahfiz quarantine and boarding school at Insan Cendekia Paser Islamic High School (MAN) can boost enrollment interest for reasons:

Firstly, Philosophy as a Foundation. The application of Islamic philosophy as a foundation in managing tahfiz quarantine and boarding school at Insan Cendekia Paser can provide a sense of security and comfort for students, shaping their character to be knowledgeable, faithful, and morally upright. This undoubtedly becomes an attraction for the community to enroll their children at Insan Cendekia Paser.

Secondly, Policies and Programs. Educational policies and programs at Insan Cendekia Paser Islamic High School (MAN), formulated based on Islamic philosophy and tailored to the needs of students, can provide relevant education aligned with the interests and talents of students. This, in turn, adds value to Insan Cendekia Paser.

Thirdly, Activities. Well-designed and efficiently executed educational activities at Insan Cendekia Paser Islamic High School (MAN) can optimally develop the potential of students. This serves as tangible evidence that MAN Insan Cendekia Paser can provide quality education.

Fourthly, Human Resources (HR). Human resources involved in managing tahfiz quarantine and boarding school at Insan Cendekia Paser Islamic High School (MAN), possessing relevant competencies, can deliver quality services and learning experiences for students. This is a crucial factor in increasing enrollment interest at MAN Insan Cendekia Paser.

Fifthly, Facilities and Infrastructure. Adequate facilities and infrastructure at Insan Cendekia Paser Islamic High School can provide comfort and security for students. This becomes a supportive factor in increasing enrollment interest at MAN Insan Cendekia Paser.

By consistently applying the philosophy of managing tahfiz quarantine and boarding school, it is hoped that Insan Cendekia Paser Islamic High School can become an excellent and high-quality educational institution, meeting the educational needs of the community.

The appealing factors of MAN Insan Cendekia Paser for parents and students include the presence of a boarding school system and tahfiz activities as part of the school's flagship program.

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