

## **The Dynamics of Islamic Bording School Management in Medan City**

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**Abstract:** *The purpose of this research is to describe the dynamics of the management of modern boarding school of Ar-Raudhatul Hasanah, Al-Kautsar Al-Akbar, The place Islamic Education Darul Hikmah. Based on the research result of the data show that modern boarding school of Ar-Raudhatul Hasanah used close management form before, later according to the needs of institutions then established Boarding school Management of waqf since 1986, meanwhile the boarding school Al-Kautsar Al-Akbar form of foundation and The place of Islamic Education Darul Hikmah was the first time that used close management, according to the needs of boarding school, finally formed an open management by involving several people that involved in the stewardship of boarding school, in the form of association.*

**Keywords:** *Modern Boarding School, Management*

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### **I. INTRODUCTION**

Boarding school expecting no to longer function as transmission and transfer of Islamic sciences, maintenance of Islamic tradition and reproduction of ulema. Furthermore from the function, boarding serves as a health education center; Appropriate technology development center for rural communities; Centers of efforts to save and conserve the environment; and more importantly become the center of economic empowerment of the surrounding community. In the last context, more and more boarding schools involved in vocational and economic activities, such as in agribusiness of that businesses that include crop food agriculture, livestock, fisheries, and forestry; Development of home industry or small industries such as convection, handicrafts, shops, cooperatives, and so on<sup>1</sup>.

To summarize the response of Islamic boarding schools to the modernization of Islamic education and the socio-economic changes that have taken place in Indonesian society since the beginning of the 20th century which includes: first, the reformation of the substance or content of boarding schools by including general and vocational subjects; Second, methodological updates, such as classical systems, gaps; Third, institutional reforms, such as the leadership of boarding school, diversification of educational institutions; And fourth, the renewal of functions, of the educational function and also include socioeconomic functions<sup>2</sup>.

There is a strong tendency of boarding schools to consolidate of institutional organizations, particularly in the aspects of leadership and management. Traditionally, the leadership of boarding school is held by one or two Kyais, who are usually as the founders of the boarding school. But the institutional development of boarding school is mainly due to the diversification of the education that organizes, which also includes madrasah and public schools, so Kyai's as a single leadership is no longer adequate. Many boarding schools then develop the institutional foundation, which is basically as a collective leadership<sup>3</sup>.

Every educational institution, including boarding school, is required to provide the best possible service to the customers. In order to do so well, then the boarding school needs to get the support of a good management system. Some of the characteristics of a good management system are the existence of an organized mindset (administrative thinking), the implementation of administrative activities (administrative behavior), and attitude to the tasks of good activity (administrative attitude)<sup>4</sup>.

The implication of this management system is that the institution of boarding school should apply the pattern of parenting in such a way as to optimize the educational and teaching process that has done to prepare the graduates of qualified boarding school and have the advantages both competitive and comparative advantages. Implementation of these tasks can generally be seen in the components of boarding school management that include: (1) leadership, (2) decision making, (3) cadre, (4) conflict management<sup>5</sup>.

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<sup>1</sup> Daulay, Haidar Putra, *Islamic Education Dynamics, First Printed, 2009Maret*, (Bandung: Citapustaka Media, 2004), p. 128

<sup>2</sup> *Ibid.*, p. 105

<sup>3</sup> *Ibid.*, p. 104

<sup>4</sup> *Ibid.*, p. 23

<sup>5</sup> *Ibid.*, p. 25

The implementation of Islamic education in boarding school is totally dependent on the authority of kyai, both as the owner, leader and principal teacher of the institution. In line with that authority, Kyai becomes the determinant of all policy steps in education system and process at boarding school. As the sole authority owner, the kyai becomes the determinant of direction and education strategy in the institution that he leads. Therefore, all personnel's those involved in and supporting the education process in boarding school are very dependent on the authority of the kyai.

Since boarding school no longer fully managed to maintain its independence from elemental 'intervention' beyond the control of kyai's authority, it has also gradually changed in management and institutional of boarding school. Boarding school which still exists began form a foundation that is responsible in the process of management education. Although the foundation's does not completely override to the founder of kyai and the early owner and his family, but through the establishment of the foundation began to occur differentiation role in the management of boarding school educational institutions<sup>6</sup>.

In Medan city there are several modern boarding schools, including the boarding school Ar-Raudhatul Hasanah, Al-Kautsar Al-Akbar, and The place of Islamic Education Darul Hikmah. This matter, one of them can be seen in terms of institutional management, that had been experiencing the dynamics flow in accordance with the needs and the interests of the era, that is, using the form of closed management with Kyai authority or Leader of boarding school become open management form by involving some related personnel's in stewardship of boarding school<sup>7</sup>.

This article examines the dynamics of modern boarding school management in Medan City. Therefore, the purposes of this study are: First, to describe the dynamics of modern boarding school form of management in Medan, and Second, to describe the dynamics of modern boarding school management process in Medan city.

## **II. RESEARCH METHODS**

This research uses qualitative research type with phenomenology approach. This research data collection using observation method, interview and documentation study. Analysis of this research data using three step analyses those are: data reduction, data presentation and conclusion. The technique of guaranteeing the validity of data has done by: (1) Long-term or prolonged data collection time, (2) Perform triangulation in data collection and analysis, (3) Make basic conclusions about the descriptor by recording (4) Member checks, (5) Discussion with peers to facilitate the logic of data analysis and interpretation, (6) Completing all field notes with date, time, Places, people, and various activities to gain access to information and neatly arrange any data that has been collected, (7) Conduct self critique in order to avoid opinions, tendencies and personal perceptions of researchers in understanding and interpreting research data.

## **III. DISCUSSION AND RESULTS**

Based on the data of research result, the dynamics of the form of boarding school management from the three modern boarding schools studied produces varied data.

### **A. Dynamics Forms of Modern Boarding School of Ar-Raudhatul Hasanah**

Boarding school of Ar-Raudhatul Hasanah at the beginning of the establishment of a closed management that had been managed directly by a Kyai or boarding school Leadership. Since the beginning of the establishment of Ar-Raudhatul Hasanah boarding school precisely on October 18, 1982, boarding school Ar-Raudhatul Hasanah is a boarding school of waqf. That is, the establishment of the boarding schools because that is a donation from the *waqifs* (people who donate) who have the initiative to build the educational institutions boarding school in order to develop Islamic teachings. But not yet to formed of the Waqf Entity, And then the dynamics occurred in 1986 with the establishment as an official of Waqf Entity which is the Boarding school Legal Entity, then has been formed the establish that entitled it and the duty of managing the waqf property of boarding school and aiming to proselytize of the activities boarding school.

With the management of Waqf entity, the potential of boarding school management can be optimized, because everything is centered on sincerity to seek God's blessings only. So the funding that has collected from the process of boarding school management (Boarding school management), all used for the waqf land expansion and its development. The main task is to manage and preserve the waqf property of boarding school. The entity of waqf boarding school is the highest institution in boarding school Ar-Raudhatul Hasanah. The entity of Waqf boarding school was formed due to so many problems developed in these boarding schools, and to anticipate the development of the era, then H. Abdul Muthalib Sembiring, SH was given the task to create a concept of Legal Entity of Boarding School. In the end, it was agree that the name and the form of the legal

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<sup>6</sup> Jamas, Nurhayati, *The Dynamic of Islamic Education in Indonesia Post Independence*. (Jakarta: Raja Grafindo Persada, 2009), p. 204.

<sup>7</sup> *Ibid.*, p. 206

entity of this boarding school with the name of Waqf Entity Boarding school of Ar-Raudhatul Hasanah which has practiced on 13 August 1986 in Medan with notary public by Djaidir, SH., No. 29. The Waqf Entity was assigned as a waqf kenazhiran assembly.

In addition to being responsible for the preservation of waqf, this institution also authorized to elect and appoint and substitute the Board of Directors of the boarding school of Ar-Raudhatul Hasanah, to authorize the membership of the Nursing Council appointed by the Leadership council, and to approve the Director elected with complete by the Caregiver's Council and ratified By the Leadership council. Besides that, Waqf Entity also has entitled to get activity and financial report from all fields and bureau in boarding school of Ar-Raudhatul Hasanah.

Although only notary-title deed in 1986, but implied that the Waqf Entity was established as from Muharram 1, 1403 H coincides with October 18, 1982, in accordance with the date of the founding boarding school Ar-Raudhatul Hasanah. Since being represented, and by notary-title deed Waqf Entity, means that the wakifs have released their private property for generations to the benefit of Islam, Muslims and Islamic education. Therefore boarding school Ar-Raudhatul Hasanah officially has moved the status of private property belongs to the ummah in this case represented by the institutions of Waqf Entity.

In addition to the dynamics (change) in the form of Waqf Entity of boarding school, in the stewardship structure of Waqf Entity also some changes in the stewardship structure has been change since it was inaugurated the first time in 1986. In the beginning, the Waqf Entity stewardship Boarding school consists of 17 people with the following structure: Musyrif, Chairman I, Chairman II, General Secretary, Secretary I, General Treasurer, Treasurer I, and Members.

The changed of the formation stewardship with the change of stewardship due to various reasons, among others, because many of them have passed away or other causes. Members of Waqf Entity that have been passed away are: H. Hasan Tarigan, H.M.Arsyad Tarigan, Ir.H.Musa Sembiring, H.Raja Syaf Tarigan, H.M. Bahrum Tarigan. Although there have been many changes, but the rejuvenation of management has never been implemented so that the management of waqf entities to the boarding school of Ar-Raudhatul Hasanah until December 2007.

At the end of December 2007, Ar Raudhatul Hasanah waqf entity has deliberation to rejuvenate the stewardship. In this deliberation there is a great progress in accordance with the status of waqf in boarding school Ar-Raudhatul Hasanah that is with including of some figures of the ummah into Musyrif Entity of Waqf. One of the figures that have been agreed is Dr.K.H Abdullah Syukri Zarkasyi, MA (Leadership of Modern boarding school of Darussalam Gontor)

With the management model of Entity of Waqf, the Ar-Raudhatul Hasanah Islamic boarding school which has from the beginning area of 4, 435, 5 m<sup>2</sup> and every year is increasingly widespread both because of the addition of waqf from the family and community, so as well as the result of the management of units within the boarding school, Is used to purchase land as an expansion of waqf land. Boarding school aspiring to expand its waqf land area of 10 hectares specifically for educational land, and as wide and as much as possible waqf for the development of its business as a source of economic of boarding school. Islamic boarding school aspires as Al-Azhar University Cairo in Egypt and some other international institutions that provide scholarships to their students. So that, in 2007 that area of boarding school Ar-Raudhatul Hasanah that has been more than 8 hectares. Furthermore, until March 2015 the list of waqf property in the form of land, has reached 19, 596, 5 m<sup>2</sup>

In addition to the waqf land used for the construction of Ar-Raudhatul Hasanah boarding school in Medan, there are also some waqf land used for development located in Simpang Pergendamento, Tiga Binanga and Pesantren Ar-Raudhatul Hasanah Lumut, central Tapanuli in Sibolga, Silebo-Lebo Deli Serdang, and Sugau. For waqf land located at Simpang Tiga Binanga has reached 1,180.0 m<sup>2</sup>.

Furthermore, waqf property of Islamic boarding school of Ar-Raudhatul Hasanah Lumut in center of Tapanuli, Sibolga 15.000,0m<sup>2</sup>. As for Waqf Property in Silebo-Lebo, Deli Serdang has reached 7000,0 m<sup>2</sup>. Besides coming from the wakifs, the development of waqf land as an effort to expand the land of boarding school and also comes from the funds of the students (call as santri) who give their money for school in this boarding school. In addition to continuous utilization of waqf property in the academic year 2014-2015 in this boarding school of Ar-Raudhatul Hasanah that started to develop a waqf land in Sugau village covering an area of 74,760.0 m<sup>2</sup>. The land is planned to be used as a campus II boarding school Ar-Raudhatul Hasanah Medan in addition as a center for the development of study and application of waqf property. These plans are still being developed.

## **B. Management Forms Dynamics of Boarding School Darul Hikmah the Place of Islamic Education (PPMDH TPI)**

Boarding school Modern Darul Hikmah the Place of Islamic Education (PPMDH TPI) is part of the Islamic Education Garden Association. Therefore, the management system implemented in its educational activities is inseparable from the management of the Place of Islamic Association educational. Organizationally,

the Place of Islamic Education is an educational institution in the form of association that has founded by Rivai Abdul Manaf Nasution. After the death of Rivai Abdul Manaf Nasution, then some organizational structure was change. In terms of management boarding schools, PPMDH TPI experienced in several changes. This change is due to the condition that occurred at the beginning of the establishment of boarding schools.

There have been several changes and dynamics in the form of modern Islamic boarding school of Darul Hikmah the Place of Islamic educational (PPMDH TPI). This change is related to the leadership type of PPMDH TPI of leaders. In 1986-1998, the leadership of TPI PPMDH mandated by Rivai Abdul Manaf Nasution to Saleh Saifuddin who is also one of the board members and members of the Association of the Place of Islamic Education. At the time of this first leadership, all policies boarding school were entirely that entitled by Saleh Saifuddin. At that time a simple boarding school organization structure was composed of the Head of boarding school, Treasurer, Finance, KTU and Head of Madrasah Tsanawiyah and Head of Madrasah Aliyah. Then, the teachers and students and the organizational structure that still simple tend to be as an authoritarian. Where whole of the boarding schools activity was centered on the leadership of boarding school.

All matters relating to the educational and teaching activities of boarding school were handled directly by the head of the boarding school, and do not report the activities to the Place of Islamic Education of Association. In fact, PPMDH was under auspice of the Association of the Place of Islamic Education. If there are things that really need to intervene of boarding school, then the new of boarding school leaders report it to the Place of Islamic Educational.

The findings of research data indicate that the form of boarding school management during Saleh Saifuddin's leadership shows less open management (open management) and even seen the implementation of closed management (close management). During this first leadership, boarding school tended to be less well developed. All matters are handled by the leadership of the boarding school. To coordinate with his subordinates, the head of boarding school holds meetings but not scheduled, very rarely held meetings that discuss about education activities in boarding school.

In addition, on the affairs of boarding school households, managed by the wife of boarding school leaders and referred to as Mother Boarding or Treasurer of that boarding school. The treasurer of the boarding school is accompanied by the Finance Department. At that time, the task of Finance Department boarding school is to write matters relating to the financial problems of boarding school, while the treasurers of boarding school manage to the finance of boarding schools. Head of Administration and Head of MTs and MA are all under the leadership command of boarding school. Also for several years the leadership of boarding school also became the Head of Madrasah Tsanawiyah. PPMDH TPI less developed facilities and pre-circumstances because Saleh Saifuddin less open network to other agencies to hold cooperation into and out boarding school. All educational activities are reported directly by each Headmaster to the boarding school leadership.

It has been changed in the management form of boarding school that occurred after the death of the boarding school leadership, in 1999. Then, the leadership of the boarding school was taken over by Prof. Ismet Danial who is the Chairman of the Place of Islamic Education of Association. Since this second period of leadership, the whole policy of boarding school was taken over by Ismet Danial, who is the fourth child of Rivai Abdul Manaf, who is also Chairman of the Place of Islamic Education of Association. Since this second leadership, boarding school management is more systematically and openly arranged. There was a change of organizational structure of Islamic boarding school from Closed Management in the early days of boarding school become Open Management leadership.

Based on the research data, the composition of the Association of the Place of Islamic Education was systematically structured in accordance with the mechanisms of modern organization, with the placement of people in accordance with their respective field of duty. The composition of the board of TPI consists of the Chairman as the supreme leader called the Director of the Islamic boarding school accompanied by Chairman I, II, III and IV. Furthermore, to assist the implementation of secretarial duties in TPI, the General Secretary is also established accompanied by the Secretary I to IV. Then to assist financial affairs TPI Society, then set a treasurer and then the members of the Society of TPI.

Director of boarding school is the supreme leader of boarding school. Director of the boarding school also doubles as Chairman of the Place of Islamic Education of Association. Then, to help smoothness the activities of boarding school so that it can be run effectively and efficiently, then it were established the Head of administration of boarding school. Subsequently, there were also appointed Head of Administration (TU), Head of Household, Head of Madrasah Tsanawiyah and Madrasah Aliyah, Head of Household, and Head of Student Affairs Department.

Furthermore, for the development of scientific, language, and talent of students, then formed Head of Section of Worship, Teaching, and Language, Head of Section Sports, Health and Arts, Chief of Section Library, Chief of Section Scout, Head of Section Cooperative, and Chief of Section Security Organizational structure Compiled during the leadership of Prof. Ismet Danial more can run in a coordinated manner and the leadership of boarding school also termed as the Director of boarding school. The Director of boarding school is

accompanied by the Deputy Director. Because the Director of boarding school has a busy routine outside of boarding school, then the responsibility of boarding school daily is held and handed to the Deputy Director of boarding school. However, any undertaken activities in boarding school are reported to the boarding school Director.

In addition to serving as Director of boarding school, Prof. Ismet Danial also teaches as a lecturer at the dentistry faculty at USU and many more activities in daily routine. Moreover, for the smoothness of boarding school activity, he gave mandate as well as mandate to the Vice Director to run and coordinate all the activities of boarding school. Deputy Director is the mandate holder of the Director in education activities at boarding school. All boarding school activities are reported to the Director of boarding school, so that it would be more directly seen all the activities and problems that developed in boarding school.

In his everyday life, for the smooth working mechanism of boarding school and communication efficiency among boarding school board, despite the busyness of the boarding director but he opens the opportunity that always be able to communicate with him. Such communication may be spoken or written. Orally it can take the form of communication over the phone, or using other internet access, while in writing can be done by letters.

The boarding school director gives chance to the stewards boarding school that can be always communicate to him in the form of oral and written communication, either directly by phone or via SMS or other mails. Communication between the Director and his subordinates is never interrupted, so it can be always builds good management in education activities in the boarding school.

Each of stewards of the TPI PPMDH has its duties and roles in accordance with the field of their duty. In carrying out various educational activities in the boarding school all stewards' members always work together and same work together.

### **C. The Dynamics of Management Formation of Modern Boarding School Al-Kautsar Al-Akbar**

Due to the modern boarding school Al-Kautsar Al-Akbar belongs to a Shaykh Sheikh Ali Akbar Marbun, then all management of boarding school follow the pattern desired by him. Boarding school is a foundation, private property / individual.

The dynamics (changes) that occur with regard to the form of boarding school management is almost nonexistent. Since the existence of boarding school until this research done all policy and decision about all matter related to management of education in boarding school is single decision of Sheikh Ali Akbar Marbun. Although the structurally, there exists a boarding structure of boarding school established in written, but they are all just formalities. Especially concerning about budget cost operational of boarding school. The boarding school stewards only accept what is directed by the head of Islamic Boarding School as a single policy.

Based on the narrative it can be concluded that the boarding school stewards including the Headmaster and the Teachers council cannot act freely to determine the matters relating to educational activities at the boarding school. All the way doing should report first to the Head of boarding school. Consequently, all policies are in under rules of the boarding school leadership. Although sometimes this impedes of the idea and creativity of all administrators to support the fluency of educational activities in the boarding school but all decisions in under rules of the boarding school leadership. All the ideas and notions of the subordinates in this case the staff and the council of teachers, all boils down to whether or not accepted by the head of boarding school. And then, no visible creativity that can be develop that developed by the boarding school leadership derived from the teachers' councils. This is makes the teachers become dilemmatic, between the desires to develop ideas in the developing of the quality of boarding school with a unilateral decision taken by the boarding school leadership.

There is indeed organizational structure in organizational mechanism of boarding school, but everything is just as a symbol and the operationally of the highest power comes from policy of boarding school leadership. Nevertheless, with his polite personality, with his charismatic type, Syek H. Ali Akbar Marbun was able to build a boarding school so quickly and widely known in the community. Many members of the communities who put their children into this boarding school. This is because of Ali Akbar Marbun is a charismatic leader and able to establish relationships and communication with various parties, not only in the Muslim community. More than that, he is able to build trust in the midst of society in various regions in many religious social activities. In this resulted a lot of public interest to enter their child into boarding school.

Internally, he communicates with his subordinates in a polite manner and open dialogue. Whatever the results of his visit to some boarding school and some areas he always communicates with the teachers' councils. None of his subordinates can deny his opinion, for all his argumentation can be rationally accepted by his subordinates that ultimately all his subordinates receive all what he decides.

The findings of this research data, the researcher can conclude that the form of modern boarding school management Al-Kautsar Al-Akbar is a form of foundation that is managed independently by the leadership of boarding school, which is Sheikh H. Ali Akbar Marbun.

#### IV. FINALTY

Based on the findings of research results and discussion, then the researchers can be concluded as follows. Dynamics Forms of Modern boarding school Ar-Raudhatul Hasanah, in the form of Waqf Entity of boarding school. The dynamics of management form occurred in 1984, when it was necessary for the Waqf Entity to complete all the problems of waqf property. Waqf management of boarding school serves to preserve and preserve the waqf land of boarding school. All activities of boarding school were under in the supervision of Waqf Entity boarding school. To carry out the operational activities of boarding schools formed the leadership board as mandate of Waqf Entity, which includes the Director of boarding school. boarding school director is responsible for all activities in boarding school. To smoothing the activities of boarding school, then formed heads of fields that headed several bureaus. Furthermore, the whole process of educational activities in this boarding school using scientific management process by applying all of its managerial functions since program planning, placement and division of tasks throughout the boarding school personnel, the implementation of obstacles up to the supervisions activities boarding school.

The Dynamics of Forms of Modern Islamic Boarding School of Darul Hikmah the Place of Islamic Education started from the turn of individual boarding school leadership to the collective leadership of boarding school in 1999, in the form of Union. Since the leadership of this second period, the whole boarding schools policy was taken over directly by Prof. Dr. H. Ismet Danial who is the fourth child of Rivai Abdul Manaf, who is also Chairman of the Place of Islamic Education of Association as a boarding school director. Since this second leadership, boarding school management has been more systematically and openly arranged. There was a change of organizational structure of Islamic boarding school from Closed Management (Close Management) in the early days of boarding school leadership to Open Management. The dynamics of the boarding school management process has used the process of planning, organizing, implementing and supervising since Prof.'s of leadership. Dr. H. Ismet Danial.

Dynamics Forms of Modern Boarding School Al-Kautsar Al-Akbar, since the establishment of boarding school until now there is no change in the form of boarding school management. This is because the boarding school is led directly by a Sheikh who is organisatically served as the leader of the boarding school. All policies and decisions are in the hands of the boarding school leadership. To carry out educational activities in boarding school operationally, the leadership of boarding school to form the board of boarding board in accordance with the needs of boarding schools. The composition of the board established has responsibilities in accordance with their respective fields of work. All activities of boarding school have implemented scientific management function in the form of planning, organizing, implementation and supervision.

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