

## Islamic Boarding School Management to Develop Students' Talents and Interests

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**ABSTRACT:** *This study focuses on examining the implementation of Islamic boarding school management in its efforts to develop the talents and interests of students, both in terms of methods and programs carried out by the Islamic boarding school. The approach to this research is qualitative with a case study type. Data and data sources were obtained from the research subjects, namely the Al-Mukhlisin Islamic Boarding School, Padang Lawas, North Sumatra. Data collection techniques were carried out by in-depth interviews with the leaders of the Islamic boarding school, teachers, and students. Direct observation of daily activities at the Islamic boarding school. And documentation of documents and physical evidence at the location. The method used by the Islamic boarding school as the result of the analysis to determine the talents and interests of students is through daily observation, extracurricular activities, interviews, and discussions, as seen from the involvement of students in external competitions. This method allows the Islamic boarding school to see and improve students' talents according to their skills. The programs show comprehensive and structured management implementation, such as extracurricular activities of Tahfidz Al-Qur'an, calligraphy art, music art and various sports. In addition, this Islamic boarding school also routinely sends its students to participate in multiple national and international competitions, which have resulted in various achievements. These programs not only increase the skills and knowledge of students but also form strong characters and personalities by Islamic values. The Islamic boarding school also provides adequate facilities such as laboratories, art rooms, and fields that support activities as extracurricular activities. This study states that effective and innovative management is the primary key to developing the talents and interests of students. The originality of this Islamic boarding school management development research manages various innovative programs that include academic, religious, art, and sports activities and produces various achievements of students in multiple fields.*

Penelitian ini difokuskan untuk mengkaji penerapan manajemen pesantren dalam upayanya mengembangkan bakat dan minat santri baik bagaimana metode dan program apa saja yang dilakukan pesantren. Pendekatan penelitian ini adalah kualitatif dengan jenis studi kasus. Data dan sumber data diperoleh dari subjek penelitian yaitu Pondok Pesantren Al- Mukhlisin

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Padang Lawas, Sumatera Utara. Teknik pengumpulan data dengan wawancara mendalam kepada pimpinan pondok pesantren, guru, dan santri. Observasi langsung terhadap aktivitas sehari-hari di pondok pesantren. Dan dokumentasi terhadap dokumen-dokumen dan bukti fisik di lokasi. Metode yang dipakai pesantren sebagaimana hasil analisis untuk mengetahui bakat minat santri adalah dengan pengamatan keseharian, melalui kegiatan ekstrakurikuler, wawancara dan diskusi, serta dilihat dari keterlibatan santri dalam kompetisi eksternal. Metode ini memungkinkan pesantren untuk dapat melihat dan meningkatkan bakat santri sesuai keterampilan yang dimiliki. Adapun program-program menunjukkan penerapan manajemen yang komprehensif dan terstruktur, seperti kegiatan ekstrakurikuler *Tahfidz Al-Qur'an*, seni kaligrafi, seni music dan berbagai jenis olah raga. Selain itu, pondok pesantren ini juga secara rutin mengirimkan santrinya untuk mengikuti berbagai perlombaan tingkat nasional dan internasional, yang telah menghasilkan berbagai prestasi. Program-program tersebut tidak hanya menambah keterampilan dan ilmu pengetahuan santri tetapi juga membentuk karakter dan kepribadian yang tangguh sesuai dengan nilai-nilai Islam. Pihak pesantren juga menyediakan fasilitas yang memadai seperti laboratorium, ruang kesenian, dan lapangan yang menunjang kegiatan sebagai kegiatan ekstrakurikuler. Penelitian ini menyatakan bahwa manajemen yang efektif dan inovatif menjadi kunci utama dalam pengembangan bakat dan minat santri. Orisinalitas penelitian pengembangan manajemen pondok pesantren ini mengelola berbagai program inovatif yang meliputi kegiatan akademik, keagamaan, seni, dan olah raga serta menghasilkan berbagai prestasi santri di berbagai bidang.

**Keywords:** *Islamic Boarding School, Institution Management, Talents and Interests.*

*Received: August 29, 2024; Revised: September 26, 2024; Accepted: October 9, 2024*

## I. INTRODUCTION

Islamic boarding schools have a strategic role in character building and student education. Muslim boarding schools focus on religious teaching and are responsible for developing students' potential, including their talents and interests in various fields (Kamelia et al., 2023). This development is essential so that students can become individuals who are superior in spiritual aspects and have competencies relevant to society's needs. In Islamic education, efforts to develop students' talents and interests are one natural form of implementing comprehensive education through the "balance between religious knowledge and worldly knowledge," as explained by Al-Ghazali (Idris et al., 2012; Siregar et al., 2024). Education that touches on aspects of talent and interest is also in line with the vision of Islamic education which emphasizes the development of the whole human person, as expressed by Ibn Khaldun in his *Muqaddimah* (Jemirade, 2023). In general, many Islamic boarding schools in Indonesia have tried to integrate formal education and non-academic skills development. This phenomenon reflects the response of Islamic boarding schools to the demands of the times, where students are not only required to master religious knowledge but also have skills relevant to the world of work and modern society. This is supported by the theory of Multiple Intelligences proposed by Howard Gardner (Alsalmi, 2020; Niroo et al.,

2012), which emphasizes that each individual has a variety of intelligence, including musical, kinesthetic, logical, interpersonal, and other intelligence, all of which require development. Thus, effective Islamic boarding schools must provide students with a forum to explore and develop these intelligences and potentials (Hastasari et al., 2022).

However, not all Islamic boarding schools can optimally manage students' potential related to their talents and interests. Some obstacles often faced are limited resources, traditional management methods, and the need to recognize students' potential (Piotrowski, 2024). This is where the importance of proper management in the Islamic boarding school environment lies, which not only manages academic and spiritual aspects but also pays more attention to developing students' talents and interests. It is essential to realize an inclusive and adaptive Islamic boarding school for social change, as explained by the theory of potential-based education management put forward by Sallis (2006), which emphasizes the importance of an individual potential-based approach in education management. Thus, the development of talents and interests in Islamic boarding schools requires holistic and structured management, which includes identifying potential, providing development facilities, and ongoing evaluation. This management model will maximize students' potential and prepare them to face life's challenges after their education at the Islamic boarding school (Wirtati & Nurdiana, 2024). This study will highlight how Islamic boarding school management can play a key role in efforts to develop student's talents and interests, as well as how educational and management theory approaches can be implemented in the Islamic boarding school environment (AlShaikh et al., 2024).

Al-Mukhlisin Islamic Boarding School, Padang Lawas, is an Islamic educational institution that successfully combined traditional and modern approaches into its education system. With a vision of producing a generation superior in religious knowledge and skills and expertise in various fields, this Islamic boarding school has become a role model for many Islamic boarding schools. However, developing the talents and interests of students is still a complex challenge and requires effective and innovative management. The importance of developing talents and interests in students must be addressed to produce graduates ready to face the challenges of the times. Talents and interests that are well honed can open up various opportunities for students, both in continuing their education to a higher level and in the world of work (Pulungan, 2023). Therefore, Al-Mukhlisin Boarding School is committed to developing programs that support, explore, and create the potential of each student at the Islamic boarding school (Parents, 2023).

The curriculum at Al-Mukhlisin Islamic Boarding School is designed to combine religious and general education. However, the curriculum needs to be dynamic and adaptive to remain relevant. A curriculum that can develop students' talents and interests in various fields must be continuously reviewed and evaluated (Admin, 2023).

The development of interest and talent programs requires substantial financial support. Al-Mukhlisin Islamic Boarding School must manage existing funding sources efficiently and seek additional funding sources through donations, cooperation with third parties, and government support. Transparent and accountable fund management is key to running these programs (Pulungan, 2023).

Several researchers need to present several relevant previous studies reflecting on this theme. Supriyatni et al. (2023) describes the influence of physical education facilities and infrastructure on the learning interests of Islamic boarding school students.

Setiawan et al. (2024) explain the life skills possessed by students at Islamic Boarding Schools. Dian et al. (2024) highlight the role of Kyai in developing talents and interests. In addition, the research also includes studies at a more global level such as summer talent development programs (Chowkase et al., 2024), Talent development as a framework for services for advanced learners (Olszewski-Kubilius, 2024), studies of factors influencing student talent development (Yohana et al., 2020), or Rasmussen's research on student talent conceptions in the context of talent development. From the many examples above, the research sees that gaps still need to be studied. Here the research focuses on the ways or methods of Islamic boarding schools in effectively identifying talents and interests and implementing what programs can develop the talents and interests of students by taking subjects at the Al-Mukhlisin Islamic Boarding School, Padang Lawas, North Sumatra. The findings of this study could significantly enhance the educational experience and outcomes for our students and contribute to the overall development of the school.

## **II. METHOD**

This study is a qualitative research approach with a case study method. This approach was chosen because it can provide a deep understanding of the management of Islamic Boarding Schools in efforts to develop the talents and interests of students. Case studies allow researchers to explore phenomena in real-life contexts in detail and holistically in the Islamic boarding school environment. This research was conducted at the Al-Mukhlisin Islamic Boarding School, Padang Lawas, North Sumatra. This location was chosen because the Islamic boarding school has been known to successfully implement programs to develop the talents and interests of students. The subjects of the study included the leaders of the Islamic boarding school, teachers, students, and parents/guardians. These include people active in talent and interest development programs, directly involved in talent and interest development programs, and parties responsible for managing and accountable for planning and implementing the program (Denzin & Lincoln, 1994; Setyosari, 2015).

Data was collected through several techniques, including in-depth interviews with the leaders of the Islamic boarding school, teachers, students and parents/guardians. This interview aims to explore information about the identification process, talents, and interests of students, programs and facilities provided for the development of skills and interests of students. Observations were conducted to directly observe the implementation of talent and interest development programs in Islamic boarding schools. Documentation data collection includes documents related to talent and interest development programs, such as program plans and curriculum, student evaluation and development reports, data on supporting facilities and infrastructure, and recording of extracurricular activities and training. Data obtained from interviews, observations, and documentation were analyzed using the following steps: Collecting all relevant information from the sources mentioned, Reducing data by filtering information that is important and relevant to the focus of the research, and grouping data based on specific themes; Presenting data in narrative, table, or chart form to facilitate understanding and further analysis; Drawing conclusions based on the data analysis that has been carried out, and identifying findings, key points, and recommendations for future program development (Miles et al., 2014).

### III. RESULT AND DISCUSSION

The interview results regarding implementing management in developing the talents and interests of students at the Al-Mukhlisin Padang Lawas Islamic Boarding School provide an overview of the structured management process. By implementing POAC (Planning, Organizing, Actuating, Controlling) management (Maduretno & Fajri, 2019), the programs implemented show a comprehensive and systematic management approach (Ikhwan, 2022; Principal, 2023).

*First*, the planning aspect of developing the talents and interests of students at the Al-Mukhlisin Islamic Boarding School is carried out comprehensively (Fauzan, 2024). This process involves teachers' daily observations of students and discussions with parents to get a clearer picture of the potential and interests of each student. In addition, interviews with students are the primary tool for discovering more about their interests (Student, 2023). The Islamic boarding school also encourages students to be involved in various extracurricular activities so that their talents and interests can be identified through active involvement (Haddade et al., 2024).

The Al-Mukhlisin Islamic Boarding School is about more than just planning and implementing a program. It's about adapting and evolving to meet the changing needs of students. The school pays attention to the results of students' involvement in external competitions as an indicator of interest development. This shows that the planning carried out is not only focused on internal aspects, but also considers achievements outside the school. In this way, the school ensures that the student talent development program is in line with the needs of the students and the demands of a more competitive outside world. Through this evaluation, the school continues to adjust the program to be relevant to developing student interests (Marić & Rakas, 2024).

The parties involved in this planning process include the head of the Islamic boarding school, teachers, and parents, with the students as the centre of the development process. These elements collaborate to ensure each student gets the opportunity that suits their talents. In addition, the Islamic boarding school is also open to considering new interests that may have yet to be available in the initial program to accommodate all student interests through flexible program adjustments (Amiati et al., 2022; Irfan et al., 2024).

*Second*, the Organizing Aspect of our school is executed with a clear and compelling structure, instilling confidence in our stakeholders. Our school operates with a clear hierarchy, starting from the head of the school, then the head of the madrasah, and the deputy head of the madrasah, who are directly responsible for implementing talent development programs. Each talent and interest development field is overseen by a coordinator who manages the activities and a supervising teacher who ensures that students receive guidance tailored to their interests (Fauzan, 2024; Principal, 2023).

In this organization, human resources and facilities are distributed optimally. Every field developed by the Islamic boarding school is supported by adequate facilities, ranging from training rooms for sports and *Tahfidz* rooms for students who memorize the Qur'an to facilities for art activities such as calligraphy and music. All this is done with the right time allocation, where extracurricular activities are scheduled every Saturday. In contrast, additional time can be taken by students who are serious about studying specific talents (Anggraini & Kamid, 2024; Principal, 2023; Rahmah & Prasetyo, 2022).

In addition, Islamic boarding schools collaborate with external parties to enrich the students' experiences. For example, some students who have memorized the Qur'an are sent to special *Tahfidz* schools, and for language, students can take part in intensive programs at *Kampung Inggris*. This collaboration shows the Islamic boarding school's commitment to providing various options to ensure students can maximise their interests and talents (Maduningtias et al., 2022).

*Third*, the Implementation Aspect (Actuating) at Al-Mukhlisin Islamic Boarding School focuses on actively motivating students to develop their talents (Student, 2023). The Islamic boarding school provides incentives in the form of exemption from school fees and extracurricular activities for students who excel in specific fields. This motivates students to be more enthusiastic in honing their talents. In addition, the Islamic boarding school also fully supports students in participating in various competitions outside the Islamic boarding school, even at the national and international levels, with the costs entirely borne by the Islamic boarding school (Saputra & Muharrom, 2023).

The methods used by the Islamic boarding school to develop talents are practical, direct, and effective. In addition to formal teaching, students are encouraged to practice through face-to-face activities and practice, allowing them to apply what they have learned directly. For instance, students who study *Tahfidz Al-Qur'an* are guided by Ustadz who have memorized the Al-Qur'an, while students who study the art of calligraphy are taught directly by experts in the field. These activities are wider than formal learning time. Every Saturday, students are scheduled to participate in extracurricular activities according to their fields, which are then strengthened through competitions and activities between students (Principal, 2023). The school also provides appreciation to students who have achieved achievements through open awards, publications on the boarding school's social media, and scholarships (Hartono et al., 2023).

*Fourth*, the Supervision Aspect (Controlling) is carried out through periodic evaluation of the programs being run. Islamic boarding schools evaluate the success of talent and interest development programs by measuring the results of competitions such as [specific types of competitions] participated in by students. If students succeed in winning these competitions or achieving particular achievements, it indicates that the program is running effectively. Conversely, if areas do not show satisfactory results, the Islamic boarding school conducts an in-depth evaluation to identify problems and find solutions (Fauzan, 2024; Principal, 2023).

This evaluation also involves monitoring the involvement of students in daily activities and their development over time. Teachers and field coordinators actively monitor the development of students so that if any problems arise, they can be addressed immediately. The active involvement of students in extracurricular activities and external competitions is one of the primary measures in this supervision process (Indarwati et al., 2023).

Obstacles in supervision often come from external factors, such as the inability of parents to support the total financing of students' extracurricular programs. To overcome this, Islamic boarding schools involve parents in discussions to find the best solution. With strict evaluation and clear benchmarks for success, Islamic boarding schools ensure that talent development programs run effectively and positively impact students (Zhang et al., 2025).

## Method Used in Identifying the Talents and Interests of Students

The methods and tools used for identifying students' talents and interests play a crucial role in tailoring educational experiences to meet their individual needs. At Al-Mukhlisin Islamic Boarding School, observation, extracurricular activities, interviews, and external competitions ensure a comprehensive understanding of each student's unique potential.

First, observation every day: The observation method is one of the methods. The main area used by the Lodge Al-Mukhlisin Islamic Boarding School is to identify the talents and interests of students. The teacher and guide regularly observe the activities and behaviour of students in activity every day, both inside and outside class. Observation This covers observation to interest students in activity learning, participation in activity extracurriculars, and social interaction with friends (Pulungan, 2021). Observations made continuously allow teachers to recognize the inclinations and interests of students in a way that is natural and contextual (Asmani, 2019).

The observation method has been proven to be very effective. Because it provides natural and contextual data about behavior and interests of students. Continuous teacher interaction with students can see development and change in interest over time. Observation also helps in identifying possible interests. No detected in formal arrangements (Pulungan, 2021).

Second, activity extracurricular: Islamic boarding schools provide various activity-designed extracurriculars for exploring and developing talented students. Activity This includes *Tahfidz Qur'an* programs, arts calligraphy, sports (soccer, volleyball, taekwondo), and science. Students' Participation in activities clearly indicates their interest and talent (Budi, 2023).

The extracurricular activity at Al-Mukhlisin Islamic Boarding School is designed to allow students to explore their talents and interests. Extracurricular programs like *Tahfidz Qur'an*, music, art calligraphy, sports, and science allow students to get involved in appropriate activities with interest. Participation in extracurricular activities This clearly indicates the interest and talent of students who can develop more (M. Anwar, 2018; Wahab, 2020).

The extracurricular program is very effective in providing a platform for students to explore interest in a way that is direct. Effectiveness method This is seen in various achievements achieved by students in the fields of arts, sports, and science. Participation in activities and extracurriculars also improves social and work skills for the same team.

Third, interviews and discussions: Through interviews and discussions, teachers and supervisors can listen directly to students about their interests and desires. This method is helpful for two-way interaction to identify possible interests not seen through observation or a formal test (Fauzan, 2024). Interview and discussion methods give students a chance to convey interests and aspirations directly. Teachers and guides do interviews individually or in groups to get deeper insight into the interests and desires of students. This method also helps build more relationships between students and teachers and gives constructive feedback (Akhter et al., 2024; Suharso, 2019).

Interview and discussion methods effectively reveal motivation and aspirations students have not seen through observation or a formal test. This personal approach is also

constructive, with stronger relationships between students and mentors, creating a supportive environment for developing interests and talents (Saito, 2024).

Fourth, participation in external competition: Following competition externally in various fields such as science, art, and sports, other methods are used to identify and develop student talent. Success and participation of active students in competitions This not only shows interest and talent they but also delivers experience valuable that can be motivating they for keep going develop themselves (Kim et al., 2017; Yang & Yang, 2023).

### **Student Talent and Interest Development Program**

Al-Mukhlisin Islamic Boarding School offers various extracurricular programs designed to develop talents and interests in students. These programs cover the *Tahfidz Qur'an*, art calligraphy, sports, science, and technology. Quality of extracurricular programs This awakens with good supervision from instructors who are competent in their respective fields. Wide variety of programs possible for students to explore various fields and find interest as well as the most suitable talent with them. Studies show that these programs are effective in increasing skills of practical and trustworthy self-santri (Budi, 2023; Pulungan, 2021).

*First*, the *Tahfidz Qur'an* program at Al-Mukhlisin Islamic Boarding School is designed to deepen memorization and understanding of the Qur'an. Participating students in this program get intensive guidance from experienced ustadz in the field of *Tahfidz*. This program not only increases ability to memorize students but also deepens their understanding of the meaning and interpretation of the Qur'an. This matter was strengthened with innovative teaching and technology to support the learning process (Ikhwan et al., 2021).

*Second*, art program calligraphy aims to develop skills students in art write Arabic calligraphy. Expert instructors in art calligraphy give training to students, and they are often displayed in competitions and exhibitions of calligraphy. This program hone skills art students at a time and support understanding they about Islamic art. Apart from that, Islamic boarding schools also collaborate with community art to provide training additions and workshops (Fauzan, 2024; Kartikawati et al., 2024).

*Third*, the arts program music at the Al-Mukhlisin Islamic Boarding School aims to develop musical skills in students. Experienced instructors give training in various instrument music as well as vocal. This program covers learning theory, music, exercise ensembles, and performances. Santri pushed to express herself through music and often came on stage in Islamic boarding school events or competition music. This program helps develop creativity, discipline, and the same team among Santri (Student, 2023).

*Fourth*, sports: Al-Mukhlisin Islamic Boarding School provides various branch sports like football, volleyball, taekwondo, defense self, karate, and futsal. This program is designed for guard fitness physique students as well as teach values, sportsmanship, and working on the same team. Participation in team sport: frequent boarding schools compete at the local and national level to show the effectiveness of this program in developing talented sports students. Study shows that activity sport also contributes to the development character in students, like discipline, responsibility, and cooperation (Principal, 2023).

There are supporting facilities between other availability and quality facilities: Facilities available at the Al-Mukhlisin Islamic Boarding School are already adequate to support

various activity development talents and interests of students. Science laboratory, art studio, field sports, and so on (Principal, 2023). Maintenance and Management Facilities: Al-Mukhlisin Islamic Boarding School implements maintenance and management strategies for efficient facilities to ensure existing facilities are still in good condition. Routine maintenance is carried out to guard the suitability and function of facilities, such as science laboratories and field sports. Apart from that, Islamic boarding schools are also making efforts to increase the quality of their facilities through procurement of equipment and renovation of existing facilities (S. Anwar, 2018).

Apart from facilities, it is also supported by the competency of the teaching staff. Qualifications and Competencies: The teaching staff at Al-Mukhlisin Islamic Boarding School have adequate competence and qualifications for supporting development programs, talents, and students' interests. Teachers with backgrounds with solid education and practical experience in the field can give quality training to students. Training and development programs for power teachers also improved the quality of teaching in Islamic boarding schools (Fauzan, 2024).

Interviews with administrators and teachers show that they give full support in developing the talents and interests of students.

1. Regular Training: Competent teachers give regular training and guidance to students.
2. Give Motivation and Reward: Santri's achievement is awarded through certificates, trophies, and scholarships. Every semester, an Islamic boarding school stage ceremony gives awards to students who achieve.
3. Counselling and Development: Islamic Boarding School provides service counselling for students to discuss interests and talents.

Observations and interviews show that students at Al-Mukhlisin Islamic Boarding School actively participate and achieve performance in various fields. Arts and Cultural Achievement: The group art boarding school grabbed the championship at an arts festival level district and province. Achievement Sports: Football and futsal teams often become champions in local competitions. The martial arts team grabbed gold medals in the championship area. Following are several achievements that students at Al-Mukhlisin Islamic Boarding School have made for the 10-year final:

1. Around 160 students annually passed the pathway invitation to various college high schools through the SNBP and SPANPTKIN pathways. In 2024, as many as 51 students will pass the SNBP and be accepted at well-known universities like the Institute of Bogor Agriculture, Sumatra Technology, and Andalas University (Al Mukhlisin Islamic boarding school) (Admin, 2023).
2. Santri Al-Mukhlisin grabbed many champions in HSN Sports and Arts Week (Porseni) 2023. Achievements This covers champions in races Nahwu Ula, Tarikh Ula, Nahwu Wustho, Fiqh Wustho, Ulya Fiqh, and Ulya Tafsir. Besides, they grabbed 1st place in MTs and MA level football, as well as SMA and SMK equivalent futsal. They also grabbed 1st place in the Mars Hubbul Wathon, Mars Hari Santri, and stars vocalist (Al Mukhlisin Islamic boarding school).
3. In 2012, one student successfully grabbed champion four in the International Hafiz Qur'an 30 Juz competition in Banjarmasin, South Kalimantan (Al Mukhlisin

Islamic boarding school). In 2023, Al-Mukhlisin students grabbed medals gold and silver in the KONI Taekwondo National Championship in Cibubur, East Jakarta (Admin, 2023).

4. In 2022, the Al-Mukhlisin student football team grabbed 1st place in the Santri League tournament KASAD level trophy Padang Lawas Regency (Kowarnews, 2022).
5. Al-Mukhlisin Islamic Boarding School Once won a race in national field hadith with a group that memorized 100 hadiths with sanad, as well as grabbed champion One art calligraphy at MTQN XXVIII in West Sumatra (Admin, 2023).
6. Al-Mukhlisin Islamic Boarding School also provides extracurricular activities like archery, *Tahfidz*, and art calligraphy. This matter helps students develop potential in various fields, both academic and non-academic. Achievements This reflects dedication at Al-Mukhlisin Islamic Boarding School Sibuhuan in educating students to excel in multiple fields and ready to compete on a level neither national nor international. Support from party Islamic boarding schools and parents plays a vital role in achievement.

Interviews with students and teachers show that extracurricular activities at Al-Mukhlisin Islamic Boarding School are structured and planned well. Interview results with teachers and students show that extracurricular activities influence academic learning. Active students in extracurricular activities show increased skills in management time, discipline, and motivation study. Several students also reported that extracurricular activities help them understand lessons with more good through practical application.

Extracurricular activities at Al-Mukhlisin Islamic Boarding School not only focus on developing talents and interests but also on developing skills in life. Interviews with students show that they study skills like leadership, working with the same team, and communication through participation in extracurricular activities. Development skills are considered very important. In terms of readiness, they will face challenges in the future.

### **The Main Challenges of Islamic Boarding Schools in Developing Students' Talents and Interests**

Al-Mukhlisin Islamic Boarding School faces a significant challenge in providing adequate facilities to support student activity development, talents, and interests. Several facilities, such as science laboratories, art studios, and field sports, must be updated and improved to fulfil students' needs optimally. Lack This causes limited room for students to explore and develop talent (Pulungan, 2021).

Islamic boarding schools have endeavoured to renovate and construct new facilities gradually. For example, in 2020, Islamic boarding schools will succeed in adding several new tool laboratories through help from donors and collaboration with non-governmental institutions (Fauzan, 2024; Principal, 2023). Although so, there is still a need for more sophisticated and modern equipment to increase the quality of science education.

One primary challenge is limitations to power competent teachers in fields like arts, sports, and technology information. Teacher presence and skill are specifically

significant for providing quality training to students. However, recruiting and training power teachers requires time and considerable resources. To overcome this matter, this boarding school has to recruit new teachers with appropriate qualifications and give training sustainable to existing teachers (Parents, 2023).

Islamic boarding schools also take advantage of alumni with expertise in the specific field To contribute as teachers or mentors. For example, several current alum Work as professionals in the field of technology information has returned for training and workshops to santri (Muhyiddin et al., 2022).

The development of talent and interest programs needs support from strong financial. Al-Mukhlisin Islamic Boarding School must be capable of managing existing funding sources efficiently and looking for additional sources of funds through donations, cooperation with third parties, and supporting the government. Challenge This often limits the ability of boarding schools to expand and improve existing programs (Student, 2023).

This boarding school has adopted various fundraising strategies to overcome the problem. For example, they organize an annual event involving the public. To raise funds, intertwine partnerships with willing companies and nongovernmental organizations to provide financial assistance.

For overcome limitations facilities, Islamic boarding school has endeavor do renovation and construction facility new in a way gradually. Apart from that, Islamic boarding schools also collaborate in cooperation with external institutions to get help and support in providing more facilities that are complete and modern. For example, some donors and non-governmental organizations have given help in the form of sports and equipment laboratories (Pulungan, 2023).

In the face of limitations of the power of teachers, Islamic boarding schools recruit teachers who have special competence as well as give training to increase quality teaching. Islamic boarding schools also take advantage of alums who have skill special skills to contribute as teachers or mentors for students. Teacher training programs also often involve workshops and seminars with source person expert in the field related (Principal, 2023).

Al-Mukhlisin Islamic Boarding School Keep going and try to manage existing funds with efficiency and transparency. Apart from that, Islamic boarding schools are also actively looking for additional sources of funds through donation programs, fundraising, and cooperation with government and non-government organizations to support various development programs, talents, and interests. Management transparency and accountable finance become key in running these programs (Fauzan, 2024).

Awareness and support from parents and the community. Not all parents and members of the of the community have high awareness about the importance of developing talents and interests of students. Lack of support and participation from them can become an obstacle in implementing development programs. Therefore, Islamic boarding schools do socialization and involve parents in activities at boarding schools to increase awareness and participation (Ismail et al., 2024; Parents, 2023).

Integrating curriculum, religious and general education with development programs, talents, and interests needs continuous planning and evaluation. Challenge: This often requires time and extra effort from all parties. Islamic boarding schools try to compile

adaptive and flexible curricula and stage evaluations periodically to ensure the program runs according to needs.

#### IV. CONCLUSION

Al-Mukhlisin Islamic Boarding School has implemented innovative talent and interest development programs for students with the POAC (Planning, Organizing, Actuating, Controlling) management approach. In terms of planning, the Islamic boarding school designs programs such as memorizing the Qur'an, calligraphy, sports, and science to allow students to explore their interests in organizing, competent and structured teaching staff support program implementation. At the same time, ongoing training for teachers improves the quality of teaching. The management of the Islamic boarding school also demonstrates the ability to mobilize (Actuating) resources with fundraising strategies and external collaboration, ensuring that facilities and talent development programs run effectively. However, challenges such as limited facilities and financial support are still obstacles. In supervision (Controlling), the Islamic boarding school periodically evaluates and maintains facilities to maintain their optimal function. To achieve sustainability, improvements are needed in resource management and cooperation with various parties, so that the Islamic boarding school can continue to develop and provide wider benefits for students.

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