



Planning for the Management of A Boarding School Based Flagship School Program at SMA Negeri Taruna Kasuari Nusantara Papua Barat

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Abstract: This study aims to analyze the management planning of boarding school-based flagship school programs at SMA Negeri Taruna Kasuari Nusantara, West Papua. The background of this research is based on the need to integrate academic education, character development, and discipline through 24-hour structured activities that support the formation of characterful, independent, and competitive students. The research uses a qualitative approach with case studies, involving observation, interviews, and documentation as primary and secondary data sources. Data analysis was carried out through reduction, presentation, and conclusion drawn, and validity was tested using credibility, transferability, dependability, and confirmability. The results of the study show that planning at SMA Taruna Kasuari Nusantara is carried out systematically and participatory, involving the Education Office, school principals, teachers, dormitory coaches, and TNI partners. Planning includes the preparation of vision-mission, educational calendar, academic and non-academic schedules, character education base periods, mandatory extracurricular activities, and student life regulations (PERDUPSIS). Students' daily activities are designed to balance academics, worship, physical exercise, and character building. Despite the limitations of facilities and educators, government support through budgets and infrastructure is a key factor in the sustainability of the program. Overall, this planning management has succeeded in integrating goals, activities, and character values, so that it is expected to produce graduates who are faithful, disciplined, responsible, with leadership character, love for the homeland, and competitive in the global era.

Keywords: Planning, Management of Boarding School, Flagship School Program.

Introduction

Boarding secondary education (boarding school) is seen as effective in combining academic learning, character development, and discipline through a structured 24-hour activity pattern. Various studies show that good management of boarding programs from planning, organizing, implementation to supervision correlates with the quality of outputs and the formation of students' character. Qualitative research at MAN 1 Langkat, for example, emphasizes the importance of planning that sets goals, performance indicators, strategies, and resource needs as the foundation for the success of the dormitory program (Putra, 2023).

In the Indonesian context, boarding schools often integrate the national curriculum with religious strengthening/character resilience, as well as conducting dual evaluations (academic and superural). Careful planning to combine these two domains has been proven to affect the quality of implementation and graduate achievement (Adnani, 2022). In addition to the process dimension, quantitative evidence shows a significant influence of boarding management and the role of dormitory coaches on student character development in boarding public schools. These findings confirm that the design of the dormitory program including the planning of daily activities, the dormitory service standards, and the role structure of the coach are key factors that need to be planned strategically (Meli et al., 2023).

Strategic management approaches in boarding education institutions are also reported to improve the quality of education when the planning–implementation–evaluation cycle is



carried out consistently based on data and involving stakeholders. Studies in boarding education units at the high school level show that a clear and measurable strategic plan has an impact on governance, learning culture, and learning outcomes (Iskandar et al., 2022). At the same time, the literature on "flagship programs" in public schools emphasizes that the success of flagship programs is supported by collaborative planning, extracurricular curricular synergy, and resource management that is adaptive to the local context. Research in public schools shows that the principal's strategy in planning and managing excellent programs can improve quality when accompanied by a continuous monitoring evaluation system (Astuti, 2023); (Hayudiyani et al., 2020).

This model was applied at SMA Negeri Taruna Kasuari Nusantara, West Papua. This school is a flagship school that aims to produce prospective leaders in the region and country. The approach used is dormitory-based character education. The school combines the national curriculum with physical and mental training conducted in a military style. Examples of activities carried out are marching, daily discipline training, and lessons on defending the country. This semi-military method does not aim to train students to become soldiers, but rather to shape their mentality and discipline. The hope is that students can grow into strong, honest, responsible individuals. However, in their implementation, semi-military-based schools face various problems, such as differences in plans between and implementation, as well as limited supporting facilities. Nevertheless, this approach is still considered one of the important solutions in shaping the character and leadership abilities of the younger generation, especially in areas that are trying to improve the quality of their human resources, such as in the West Papua region.

Based on this background, this research focuses on planning the management of boarding school-based flagship school programs at SMA Negeri Taruna Kasuari Nusantara, West Papua. This research is expected to be able to contribute to the development of managerial practices of learning communities that are more effective, participatory, and have a real impact on improving the quality of education in schools.

Method

This study uses a qualitative approach with the type of case study, because the focus is on understanding in depth the management process of boarding school-based superior school programs in shaping the character of students at SMA Negeri Taruna Kasuari Nusantara, West Papua. Qualitative data was chosen because it is more suitable for researching complex and dynamic social phenomena (Moleong, 2014), (Sugiyono, 2017). The research was conducted at SMA Negeri Taruna Kasuari Nusantara, Manokwari, West Papua in June–September 2025. This school was chosen because it is the first cadet school in West Papua with a boarding school system that focuses on character education.

The research data consisted of: 1) Primary: the results of interviews, observations, and documentation with the principal, deputy principal, dormitory caregivers, teachers, parents, students, and the education office, 2) Secondary: documents, archives, photos, and school profiles. Data collection techniques include: 1) Observation of school and dormitory activities, 2) Interviews with key sources and 3) Documentation in the form of official documents, photos, and school archives. Sampling technique, Using purposive sampling to determine key informants (principals, representatives, teachers, caregivers, students, and parents), followed by snowball sampling until the data is considered saturated.



Data analysis follows the model (Miles & Huberman, 1984) with three stages: 1) Data reduction, selecting and simplifying data, 2) Presenting data, arranging in narratives, tables, or graphs, and 3) Drawing conclusions, verifying findings on an ongoing basis. Data Validity Test, Data validity is tested through: 1) Credibility: extension of observation, persistence, triangulation, member check, 2) Transferability: suitability of results with other contexts and 3) Dependability & Confirmability: transparency of the research process and traceability of data.

Result and Discussion

Result

As a result of observations, document studies and interviews, the purpose of SMAN Taruna Kasuari Nusantara is a more detailed elaboration of the vision and mission. This is a reference in determining the purpose of SMAN Taruna Kasuari Nusantara, as conveyed by the Principal and the Head of the Service agreeing that:

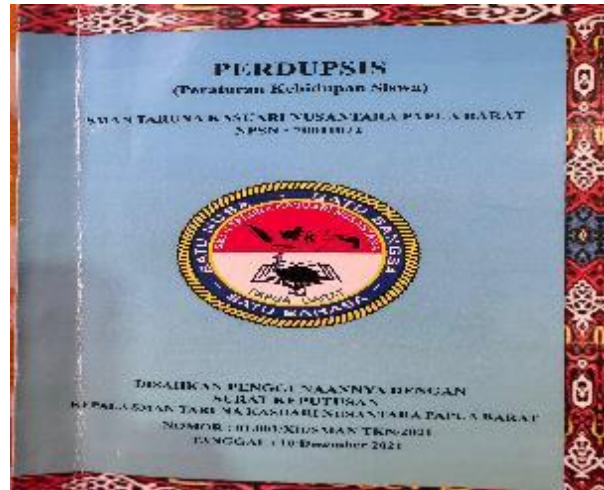
"The main goal of the establishment of SMAN Taruna Kasuari Nusantara West Papua is for students to have a disciplined character, be independent, and be able to compete in the midst of global challenges. **Discipline** as seen from obeying the rules of **independence** is instilled so that students do not depend on others, another goal is **to form and prepare active students**, meaning that schools strive to develop students' potential to the maximum, both in the fields of academics, sports, arts, and extracurricular activities, so that they are ready to face the future".

In general, the educational calendar includes the division of odd and even semesters, effective study periods, mid-semester activities, final semester exams, as well as national holidays and collective leave. In addition, SMAN Taruna also provides special schedules that are in accordance with the boarding school such as sports activities, morning ceremonies, flag ceremonies, religious activities, marching exercises, and leadership training. Thus, the educational calendar in this school is not only a guide in the teaching and learning process, but also a tool to organize students' daily routines to stay disciplined and regular.

Based on the results of the researcher's observations and documentation, the design of the subject at SMAN Taruna Kasuari Nusantara was carried out during a leadership meeting by the Principal, Vice President for Student Affairs, and the Curriculum Team. The role of teachers is focused on creating Modules, They are required to use learning methods that include collaborative projects with students, according to their needs and abilities. After all programs are prepared, the document is submitted to the curriculum to get approval from the Curriculum Deputy and the Principal. The results of the interview were then supported by a documentation study in the form of learning tools, lesson schedules, and one-year/semester activities prepared during the new school year.

Student activities are arranged quickly and regularly from morning to night. They start by waking up early, praying, exercising, studying in class, and doing various activities in the afternoon and evening. This schedule is designed so that students can maintain a balance between learning, spiritual training, physical fitness, and character building. By living an orderly life, students practice to be disciplined, independent, responsible, and able to manage their time well.

Figure 1
Student Life Rule Book

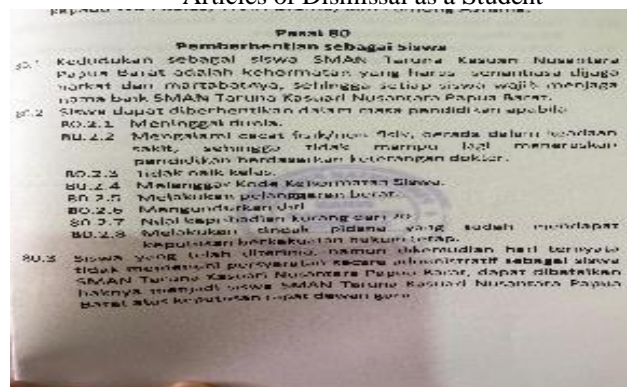


Faith and devotion to God Almighty is the meaning of this point that students are expected to have a strong spiritual foundation through faith and piety. This view is reflected in obedience in carrying out worship, upholding moral values, and behaving in accordance with the teachings of their respective religions. Students have a firm moral foundation in facing various challenges in life thanks to faith and piety.

This point emphasizes the importance of nationalism and love for the homeland, as well as commitment to Pancasila and the 1945 Constitution of the Republic of Indonesia. It is directed to students to understand, appreciate, and practice the values of Pancasila and obey the 1945 Constitution as a guideline in the life of the nation and state. It also teaches students to appreciate diversity. Then based on the document study, in carrying out learning activities both at school and in the dormitory, students are based on PERDUPSIS (Student Health Regulations) which are made based on the law.

Thus, the rules that apply to students are meaningful as a tool for character education that instills discipline, responsibility, and legal awareness in students, so that they are used to living in an orderly life, respecting the rules, and being ready to face social life.

Figure 2
Articles of Dismissal as a Student



The study of the document above contains how the students of SMAN Taruna Kasuari Nusanatar are arranged in such a way that they become a reference and consideration if they make mistakes. This means that every student is obliged to obey the provisions that have been set to create an orderly, disciplined, and characterful school environment. Thus, this rule is meaningful as a **character education tool** that instills discipline, responsibility, and legal awareness in students, so that they are used to living orderly, respecting the rules, and being ready to face social life.

Interviewing with AF class students, he said that:

"The role of the dormitory caregiver is very influential because it regulates and fosters all student activities in the dormitory that must be carried out and obeyed by all students. The values instilled in discipline, leadership, and obedience to the rules must be upheld. Then we students expect professional teachers because there is still the term JAMKOS or empty hours on the grounds that maybe the teachers have activities, and there is a lack of teaching staff."

The regulations of SMAN Taruna Kasuari Nusantara have been well designed and comprehensive, covering important aspects such as the rights and obligations of students, to disciplines, however, there are several shortcomings, namely the lack of adequate facilities such as the absence of a perimeter fence and the lack of teachers so that there is a gap and coaching mechanisms that are not effective in handling violations. Therefore, it is hoped that the government of the education office will pay attention to this.

Figure 3
School Activity Plan and Budget (RKAS)

KERTAS KERJA RENCANA KEGIATAN DAN ANGGARAN SEKOLAH (RKAS)

TAHUN ANGGARAN : 2024

NPSN : 70011072
 Nama Sekolah : SMAN TAMARA KASUARI NUSANTARA PAPUA BARAT
 Alamat : Jl. Samra Sawandi, Songgang, Manokwari Kota, Kab. Hic. Manokwari Kota
 Kabupaten : Kab. Manokwari
 Provinsi : Prov. Papua Barat

A. PENERIMAAN

Sumber Dana :

No. Kode	Penerimaan	Jumlah
4.3.1.03	Rd. PA, R200P Pengantar **	0
4.3.1.01	BOSP Pengantar	470.900.000
4.3.1.03	BOSP Dapur **	0
4.3.1.11	BOSP Admin **	0
4.3.1.12	BOSP Konek **	0
4.3.1.35	Rd. PA, R200P Alasas **	0
4.3.1.35	Rd. PA, R200P Koneksi **	0
4.3.1.99	Lain-lain **	0
Total Penerimaan		470.900.000

** tidak terdapat anggaran, ** penerimaan oleh lembaga tidak masuk

B. BELAJAR

No. Urut	Kode Rekening	Kode Kegiatan	Uraian Kegiatan	Jumlah	Sumber Dana dan Alokasi Anggaran							
					BOSP REGULER		BOSP DAFTAR		APBN/ASPI / KEMERIA		SALA	
					Berapa Realisasi	Berapa Model	Berapa Realisasi	Berapa Model	Berapa Realisasi	Berapa Model	Berapa Realisasi	Berapa Model
1		03	Pengembangan Standar Proses	58.042.536	27.842.536	2.500.800	0	0	0	0	0	0
		03.03	Penyusunan Kegiatan Pembelajaran dan Pelaksanaan	6.091.360	4.491.000	2.500.800	0	0	0	0	0	0
		03.03.04	Penyusunan Instruksi dan Program Kerja	4.191.360	4.491.000	0	0	0	0	0	0	0
	5.1.02.01.01.0012	03.03.04.01	Melaku Kajian-Kajian Kurikulum	4.491.000	4.491.000	0	0	0	0	0	0	0
	5.1.02.01.01.0012	03.03.04.01.01	Salah satu bahan kajian kurikulum	4.491.000	4.491.000	0	0	0	0	0	0	0

Kerjasama: ANP/ 2021/1072 Nama Sekolah: SMAN TAMARA KASUARI NUSANTARA PAPUA BARAT

Halaman 1 dari 1

This School Activity Plan and Budget (RKAS) is the result of a joint meeting and approved with the West Papua Provincial Government, in this case the Education Office to allocate a budget for the needs of SMAN Taruna Kasuari Nusantara, both the budget for infrastructure development, the budget for operations and other implementations. As explained by the Head of the Education Office, Mr. AH, that:

"This RKAS is the responsibility of the provincial government, in which there is a list of salaries for civil servants and non-civil servants which is a priority



in planning at the beginning of the academic year. the provincial government of West Papua through the Education Office where teachers are paid monthly through their respective accounts".

Discussion

In this relationship, there are several functions of education management. According to (Terry & Rue, 2019) Reveal The basic theories of management functions, widely known as the **POAC** education management, namely: (a) Planning; (b) Organizing; (c) Actuating; and (d) Controlling. According to (Terry & Rue, 2019), each institution must have a clear and planned purpose. Terry argues that goals are fundamental elements that guide all activities and decisions in an organization. These goals not only provide direction and focus, but also motivate the members of the institution to work towards the achievements that have been set. With specific and measurable goals, institutions can develop effective strategies and plans, as well as evaluate the progress and results of the efforts made (Terry & Rue, 2019).

Based on the theory above, school vision and mission decisions are based on the input of school residents and/or interested parties. The vision and mission of the school is a far-off perspective. The existence of a character education program launched by the government, schools are very concerned about this related to the character or morals of the nation which is increasingly concerning. Education management has an integrated function with the educational process, especially with the management of the learning process. Vision and mission planning has involved many parties from school residents and interested parties. Teachers understand that what will be the school's policy is the best through some input and careful consideration and ultimately results in the vision and mission of the school.

In line with the theory above, the preparation of boarding school planning in the development of character education at SMAN Taruna Kasuari Nusantara for the next 1 year begins at the work meeting at the beginning of the new school year (raker) before teaching and learning activities (KBM) begin. This working meeting involved the head of the education office, school principal, curriculum team, deputy head of student affairs, deputy head of infrastructure, teachers, administrative staff and dormitory coaches. Then specifically planning for character education programs is carried out through leadership meetings that take place in the leadership meeting room every 3 months, with the presence of representatives of the education office.

Planning preparation is nothing but an activity to set goals to be achieved along with ways to achieve these goals. (Handoko, 2016) states that: "Planning is the selection or determination of organizational goals and the determination of strategies, policies, projects, programs, procedures, methods, systems, budgets and standards needed to achieve goals. Decision-making is heavily involved in this function". The importance of planning is mainly to provide clarity of direction for each activity, so that each activity can be tried and carried out as efficiently and effectively as possible.

Based on the explanation above, the school's strategic plan should include measurable long-term goals, In addition, the plan needs to involve a detailed implementation strategy and the involvement of stakeholders or cooperation partners with PKS (Cooperation Agreements) in the drafting process is very important. Input from the community and parents obtained through monthly recitation activities is recorded in the evaluation book and analyzed. The results of this analysis are used in leadership meetings to formulate student needs in character education. Based on the above explanation, the interactive/combine approach is a planning

approach where the preparation of the plan is carried out jointly between puck management, managers, and supervisors to be discussed together (Aditama, 2020).

Observation of the documentation study of the planning researcher also regulates the rules of dormitory life in figure 5 regarding the student rule book, it was found that the rules are generally regulated by the school based on articles and if they violate the consequences of being expelled from the school. Article 80 contains "Position as a student of SMAN Taruna Kasuari Nusantara West Papua is an honor that must always be maintained in dignity and dignity. About effective school activity plans and budgets (RKAS) play a crucial role in improving the efficiency and effectiveness of organizations, including educational institutions. By carefully planning budgets, organizations can better allocate resources, monitor expenses, and control cost-effectively. This approach allows schools to use their funds optimally, with the role of the stekholder will petrify and evaluate in order to achieve educational goals more efficiently. In addition, a good budget plan facilitates the evaluation of financial performance and necessary strategic adjustments, thereby improving the school's ability to achieve desired outcomes and ensuring that resources are appropriately used to support the development of quality education (Drury, 2013).

Boarding school planning in the development of student character at SMAN Taruna Kasuari Nusantara contains several elements:

1) Expected objectives

To ensure that the implementation or actions of leaders and members of educational organizations are in line with the program that has been prepared and the expectations to be achieved are described in the vision and mission of SMAN Taruna Kasuari Nusantara. The vision and mission are laid out in the curriculum document. The plan is then applied in a number of policy provisions for activities that must be carried out by students. The provisions for this activity are arranged in the routine agenda schedule for students.

2) Values that develop

The values developed in the boarding school at SMAN Taruna Kasuari Nusantara, as conveyed by the Principal that:

"The values that are focused on are the values of honesty, discipline, independence, sense of responsibility, obedience and mutual respect".

3) Time, place, and type of activity

Boarding schools such as SMAN Taruna Kasuari Nusantara arrange activity times regularly and regularly to ensure that all programs run well. Activities usually take place from morning to night. The morning begins with regular activities such as apples, exercise, or worship together, and then lessons in class according to the academic schedule. After the class hours are over, students usually participate in extracurricular activities, physical training, or other supporting activities.

This form of activity also begins with the habituation while in school and dormitory students are taught how to love their environment, dare to lead, be independent, polite in speaking and obey the Coach, then the development of personality character will be realized. Through the principle of example and habituation, character education planning is more detailed in the schedule of activities.

Research from (Arifah, 2019) About Boarding School Management in the Character Development of Students of An-Nawawiyah Islamic Junior High School Rembang. Planning for student character development in the classroom (learning room), is contained in the school



curriculum which is equipped with a schedule of routine activities for students. Substantially, character education planning has contained aspects of character education planning that can be used as a guideline for program implementation. In planning the character development program, An-Nawawiyyah Islamic Junior High School Rembang collaborates with all school components with the implementation team of Islamic boarding school caregivers. The implementation of character development of An-Nawawiyyah Islamic Junior High School students which is integrated in all subjects, self-development activities, (guidance and extracurricular activities), and routine habituation activities (agenda of routine activities of students), has formed a school culture that is conducive to developing the character of junior high school students. Both activities in the classroom and outside the classroom have shaped the character of religious obedience, independence, responsibility, creativity and discipline of students.

In addition, character education also contributes to improving students' social attitudes and integral knowledge. This can be seen from the emergence of mutual love and respect among friends, educators, and parents. This improvement, in turn, can increase the satisfaction of parents and the community with the quality of learners and educational institutions as a whole.

Conclusion

Planning at SMAN Taruna Kasuari Nusantara West Papua is carried out systematically and participally, involving the Education Office, school principals, teachers, dormitory coaches, and TNI partners, with the aim of forming students who are disciplined, independent, characterful, and ready to compete globally through semi-military education and boarding school environments. Planning includes the preparation of vision-mission, academic and non-academic schedules, mandatory extracurricular activities, character education base periods, and student life rules contained in PERDUPSIS, so that students' daily activities are balanced between academics, worship, physical exercise, and character building. Despite the limitations of facilities and educators that cause free hours, government support through budgets and infrastructure facilities is the key to the sustainability of the program. Overall, this planning management integrates goals, activities, and character values, so that it is expected to produce graduates who have faith, leadership character, discipline, responsibility, love for the homeland, and are competitive in the global era.

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