Boarder Management at Saint Aloysius Turi Middle School Dormitory

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Abstract: This study aims to obtain deep knowledge of the condition of the management of the boarders at the Saint Aloysius Turi Middle School dormitory in the Special Region of Yogyakarta. The research involves a case study research method. It mainly involves the participation of four caretaker team members and ten boarders. The obtained data were collected through techniques, such as interviews, observations and document analysis. The research study involves the application of three concurrent data analysis techniques. The research led to the knowledge and the understanding that despite the dormitory’s geographical location and its small size, the caretakers at the involved school dormitory make the effort to provide most of the services and tasks required for an effective pupil personnel management as well as they can. Generally, the boarder management implemented at this specific school dormitory involves the establishment of different tasks and services. Through the discussing of important factors, including the supervision of the staff and training, the establishing of formal program, also need to be considered by the care takers. Care takers still need to make some effort to improve the management services.

Keywords: pupil management, school dormitory, caretakers

Manajemen Kesiswaan di Asrama Sekolah Menengah Pertama Santo Aloysius Turi

Abstrak: Penelitian ini bertujuan untuk memperoleh pengetahuan yang mendalam berkaitan dengan manajemen kesiswaan di asrama SMP Santo Aloysius Turi di Daerah Istimewa Yogyakarta. Metode penelitian menggunakan pendekatan kualitatif dengan jenis studi kasus. Pada penelitian ini, melibatkan partisipasi dari empat anggota tim pengasuh asrama dan sepuluh siswa asrama. Data yang diperoleh dikumpulkan melalui beberapa teknik, seperti wawancara, observasi dan analisis dokumen. Studi penelitian melibatkan penerapan tiga teknik analisis data secara bersamaan. Penelitian ini menunjukkan pada pengetahuan dan pemahaman bahwa terlepas dari lokasi geografis asrama dan ukurannya yang kecil, pengasuh asrama sekolah harus terlibat melakukan upaya untuk menyediakan layanan yang diperlukan untuk manajemen siswa yang efektif sebaik mungkin. Secara umum, manajemen kesiswaan yang diterapkan di asrama sekolah ini melibatkan pembentukan berbagai tugas dan layanan. Melalui diskusi tentang faktor-faktor penting, pengawasan staf dan pelatihan, serta membuat program yang bersifat...
formal, juga perlu dipertimbangkan oleh para pengasuh asrama. Dengan demikian, pengasuh asrama masih perlu melakukan upaya untuk meningkatkan layanan manajemen.

Kata kunci: manajemen kesiswaan, asrama sekolah, pengasuh asrama

I. INTRODUCTION

Nowadays, there exist a considerable number of boarding schools in Indonesia. In the province of Yogyakarta only, dozens of boarding schools have been reported to be accessible to the local pupils and those from outside the province. Those educational institutions range from very prestigious boarding schools, which are categorized as international schools, to non-profit ones. Also, most of them are categorized as Islamic or Christian boarding schools which can be considered as full or semi-boarding schools.

According to some research studies, such as the ones conducted by Curto & Fryer (2012), Behaghel, Chaisemartin, & Gurgand (2015), Bass (2014), White (2004) and Martin et al. (2014), boarding schools can be generally considered as appropriate places where parents can send their children in order to receive a quality education. In other words, those educational institutions are supposed to have positive impacts on boarders’ academic and non-academic performances. This success depends on the conduciveness of the boarding school environment which is closely related to the quality of boarding pupil management, especially in the dormitories.

The research is focused on the case of the management of some boarders at a Co-educational Catholic boarding school dormitory which can be considered as still in full expansion. That educational institution is located in a village called Turi, situated outside the city of Yogyakarta. Also, the target school dormitory is a part of Saint Aloysius Turi Middle School, which can be considered as a semi-boarding school.

Actually, it could be noticed that the previously described school dormitory faces different problems related to the boarders’ academic performance and learning engagement, financial management and facilities. In addition, the dormitory caretakers appear to be not satisfied yet with the quality of their boarder management, an issue which has become the main focus of this research.

As such, the research study aims to obtain deep knowledge of the condition of the management of the boarding pupils at Saint Aloysius Turi Middle School dormitory. Not only can the conduct of the research be considered as an act of assistance to the dormitory
caretakers to help them improve the quality of the boarder management but it is also expected to strengthen the existing theories concerning pupil management, especially the ones related to dormitory or boarding school pupil management. In the other side, due to the benefits effective of managing students in the dormitory, it should have an impact on the effectiveness of the learning process carried out at school, and the learning process of each pupils themselves both at the dormitory or at school.

II. METHOD

The conducted research study involves the use of a qualitative research approach. The research mainly aims to obtain deep knowledge of the condition of the management of the boarders at the Saint Aloysius Turi Middle School dormitory related to the issue in question. As such, it involves the use of a case study research method.

The research involves the use of three data collection techniques, including (1) interactive interviewing, (2) observation and (3) documentation. More precisely, all the points included in the research involved shorter case study interviews with both the dorm caretakers and the boarding pupils. The interviews conducted mostly involved open-ended questions. Also, the conducted interviews involved four caretakers added to ten boarding pupils selected on purpose due to their responsibilities at the dormitory.

It should be mentioned that after or before any interview, a general observation has been conducted. For instance, observations were conducted in order to confirm evidences concerning the boarders’ accommodation organization, pupils’ characteristics, the monitoring of the boarding pupils’ academic learning progress, disciplinary control condition at the dorm, the education style applied at the dorm and the organization and condition of the boarding pupils’ sections, moral education, spiritual education and some pupils’ welfare programs, such as health care, nutrition service, safety and the recreational program condition that were obtained from the interviews.

Some document analysis has also been effectuated. More precisely, administrative documents including the caretakers’ respective responsibilities and pupils’ extracurricular activities schedule, pupils’ official daily schedule, and some personal data about each boarding pupil have been made available. Apart from those documents, some pictures which have also been taken at the time of the observations have been used as supporting documents.
Those techniques have been also used to confirm the validity and the credibility of the findings obtained from the interview sessions. Apart from the triangulation of methods, a triangulation of sources involving different respondents has been put into practice in the research.

The analysis of the obtained data involves some flows of activity suggested by Miles, Huberman, & Saldana which includes the conduct of three (3) concurrent activities. These activities include (1) data condensation, (2) data display and (3) conclusion drawing and verification (Miles, Huberman, & Saldana, 2014, pp.12-14).

III. RESULTS

3.1 Boarder management general condition

3.1.1 Dormitory service condition

The services provided by the dormitory caretakers to the Saint Aloysius dormitory boarders can be considered as quite complete. The research led to the conclusion that the boarder management implemented at the dormitory involves the establishment of different services, which can be classified into three categories including, firstly, the (1) new boarder service which includes tasks, like the boarder admission, including three main selection steps involving both school and dormitory staff. Also, it includes some accommodation service which is organized according to the pupils’ gender and class level. Moreover, that category of management involves the establishment of a new pupil orientation service which involves the participation of senior boarders generally.

Secondly, it involves the (2) management of the educational process which includes the monitoring of the academic learning progress, effectuated thanks to a supervised evening learning session. Then, it includes the establishment of a disciplinary control system, involving a strict schedule and regulations. Moreover, that educational process management includes the provision of guidance and counseling service, involving some important elements related to the boarders’ education, which is based on the boarders’ characteristics. Also, it includes the implementation of some services related to the boarders’ welfare.

Thirdly, it includes the (3) evaluation and reporting of the boarders’ academic learning progress and their adjustment to the dorm life. Those evaluations are reported to be scheduled and generally involve the participation of all the caretaker team members.
The boarders’ learning progress is reported to the parents via social media, and in organized meetings at the dorm.

3.1.2 Activity management system

The management function are applied in the pupil personnel management of the Saint Aloysius dormitory boarders, even though their application is not always effectuated as it is expected. In the case of the planning related to the engagement of the boarders in some of the dormitory services, which mainly involved one of the senior caretakers to create the different pupils’ sections. In fact, the reason why that respondent became in charge of the planning of such a field was the fact that he was the one who had the inspiration. Consequently, he has been given the opportunity to plan everything needed to concretize the idea in question. It shows that the planning process of the services or the activities at the dormitory can be considered as very flexible.

In addition, the organization and the supervision of the services and the activities at the dormitory are quite flexible since there is no strict rule or regulation which dictates the way how those functions should be effectuated. More precisely, For instance, as far as the organization of the caretaker members’ supervision is concerned, it is effectuated in a quite informal or natural way. For instance, as far as the sharing of the caretakers’ tasks is concerned, each member of the team is given the opportunity to choose their boarders’ evening learning sessions or the boarders’ daily activities supervision schedule in general. In addition, as they work as a team, whenever any caretaker in service happens to be unavailable for the supervision of the pupils, based on their planned schedule, the other caretakers would help and replace the unavailable ones.

Finally, the evaluation of the boarders’ learning progress involves the caretakers to evaluate the dorm pupils’ academic learning progress and their adjustment to the dorm life. Those evaluations are reported to be usually scheduled in advance. They generally involve the participation of all the caretaker team members in organized meetings focusing on the evaluation of the progress of the boarders, especially those who are in difficulty and the resolution of the latter’s problems, which are usually followed by trials. Unfortunately, it has been noticed that the caretakers rarely control the academic learning progress of the boarders on purpose, despite of the existence of the evening learning sessions. Generally, they would wait for the reports from the school staff. In fact, the fact that some caretakers are also part of the school staff is one of the reasons for such a
decision. Also, not only do they rarely evaluate their services, including the welfare ones, but they do not also have any clear and systematic measurement approach to do it.

3.2 Boarder management effectiveness

The dormitory has a clear vision and missions which have become the basis of the education provided to the boarders. As such, the caretaker team make the effort to provide the pupils with a complete education, which aims at optimizing the pupils’ personal, social, spiritual, emotional and intellectual development. Consequently, the caretakers, inspired by a senior caretaker, made the effort to involve the boarders directly in the management of their own activities and some services provided by the dormitory, thanks to the creation of the boarders’ sections which aim at training them to become independent and responsible, thus good adults.

Apart from that, the fact that the caretakers involved the boarders in the updating process of the dormitory regulations can also demonstrate the caretakers’ care for the boarders’ good and needs and especially their consideration of the vision and missions chosen. In addition, the caretakers’ consideration of the importance of the application of such a learner-centered strategy can be also shown by the fact that the caretakers not only try to educate the boarders with flexibility, tactfulness and patience but also make the effort to solve the boarders’ problems case by case involving the boarders’ parents. Finally, the provision of evening learning session every day to the boarders can be considered as a good initiative which is based on the boarders’ academic needs.

3.2.1 Relationship between the caretakers and the boarders

Based on the findings, the boarders have a quite close relationship with the caretakers, particularly with two of them. It has been observed that not only the boarders do not hesitate to complain to the caretakers whenever they face any problem but they even dare to ask for extra snack to some caretakers. In fact, it can be concluded from the fact that the caretakers try to educate the boarders as their children, a decision which requires them to know the boarders personally.

Beside that the caretakers also appreciate the pupils as they are. For instance, this is due to the fact that the caretakers rarely, or even never, force the boarders to participate in extracurricular activities that the boarders do not appreciate. Consequently, the caretakers created some activities proper to the dormitory pupils, such as farming and
gardening, based on the pupils’ interests. Also, the fact that the caretakers show some flexibility and patience towards the boarders can demonstrate their consideration of the boarders, as youngsters in difficulty, who need to be taken care of in a special way.

3.2.2 Boarders’ academic motivation
The boarders’ academic motivation is not fully accomplished by the caretakers at the Saint Aloysius school dormitory. More precisely, such conclusions can be drawn from the condition of the boarders’ academic results, which can be considered as not satisfactory yet. Also, the fact that the caretakers in service do not evaluate or check the boarders’ academic progress by themselves on purpose, despite of the existence of evening learning sessions, shows their lack of interest in such a field.

3.2.3 Moral and discipline improvement
Based on the findings, caretakers at the concerned dormitory starts to succeed in improving the moral and discipline of the boarders. Such an improvement can be concluded from the fact that the caretakers receive less bad reports from the school concerning the boarders’ behavior. In addition, the fact that the caretakers could let the boarders accomplish some activities without direct supervision sometimes can also show the improvement of the boarders’ discipline. Finally, the decrease of the aggressiveness and the bad temperament of the pupils from the eastern part of the island, thanks to the special intervention of one of the caretakers, can show such an improvement.

3.2.4 Development of pupils’ sense of responsibility and ethical tolerance
It should be mentioned that the improvement of the boarders’ discipline and moral is due to the kind of education style applied at the dormitory, which is based on flexibility, tactfulness, patience and especially on a religious theory which strengthen tolerance. In fact, such an education style has been noticed to create boarders’ understanding and appreciation of the importance of fairness and ethnical tolerance. In addition, the caretakers offer the boarders the opportunity to be involved in the formulation of the dormitory regulations.

3.2.5 Dormitory program condition
Even though the dormitory caretakers do not have any formal or written program available, the results of the services that they provide show that they have some “informal program”, resulted from some planning and diagnosis mainly effectuated by the senior
caretakers, which is shared with the rest of the team. For instance, those results include the creation of the boarders’ sections, the engagement of the boarders in some services and activities’ management and the initiative to solve the boarders’ psychological problems case by case. However, such a working style might be considered as one of the deficiencies of the pupil personnel management at the dormitory.

3.2.6 Welfare services
The caretakers at this particular dormitory try to provide all the necessary welfare services, including accommodation, guidance and counseling, nutrition, health, safety and recreational service, which are meant to promote pupils’ welfare. As such, compared to the contents of the different lists of pupil personnel management tasks or services suggested by experts, the services provided at the St. Aloysius School dormitory is quite complete.

However, it should be mentioned that despite the completeness of the services provided at the dormitory, the quality of the management of those services has been noticed to be less satisfactory. On the one hand, for instance, the fact that the recreational and extracurricular activities provided at the dormitory are seen to be well-organized and involve the participation of the boarders in their organization result in the stimulation of the boarders’ loyalty.

3.2.7 Staff supervision and training
Based on the findings, such supervision from the head of the dormitory does not exist in an informal way. As such, the supervision of the dormitory caretakers at this particular dormitory still needs some improvement. Also, it can be mentioned that the caretakers at St. Aloysius dormitory experience the same challenge as some caretakers in some Australian boarding school related to their lack of skill based training.

IV. DISCUSSION

4.1 Boarder management general condition

4.1.1 Dormitory service condition
The services provided by the dormitory caretakers to the Saint Aloysius dormitory boarders can be considered as quite complete generally compared to the reports of some researchers on boarding school services for pupils conducted by Yue, Shi, & Chang et al. (2012), Luo, Shi, & Zhang et al. (2009) and Gatua (2015). In other words, it has been
noticed that Saint Aloysius Turi Dormitory makes the effort to try to provide its boarders with pupil personnel services, such as intellectual, psychological, social, guidance, nutrition and health services, which are required from them. As such, it can be concluded that at least such a dormitory applies pupil management.

Based on the findings, it has been noticed that the pupil management implemented at Saint Aloysius Turi dormitory can be described as Mulyasa (2003, p.46) and Nosiri (1985) (as cited in Nwakpa, 2015, p.62) defined the term pupil management theoretically. First, this is due to the fact that according to the research findings, the concerned dormitory provides the boarders with different kinds of services and supports from their first arrival at the dormitory until their graduation, a fact which matches with Mulyasa’s definition.

In addition, the variety of the services provided at Saint Aloysius Turi dormitory can be related to the definition of pupil personnel management suggested by Nosiri (1985) (as cited in Nwakpa, 2015, p.62), who views such a kind of personnel management as including supervising and administrative functions, added to any services different from classroom instruction. This is due to the fact that the pupil management implemented at such a dormitory involves some administrative functions principally effectuated by the head of the dormitory, some supervising functions effectuated by the caretakers in service in turn every week and other services which are specially related to the pupils’ general wellbeing, such as recreational, health and guidance and counseling services.

As such, the services included in the pupil personnel management implemented at that specific dormitory involve non-instructional services or activities which are actually meant to help the boarders achieve their educational objectives. In other words, the education provided by the caretakers through coordinated services aims to transform those broken children into youngsters who are full of life and well-disciplined. Such a finding also partially matches with Ezeocha’s (1990) (As cited in Chidobi, 2015, p.2104) and Wilson’s (1966, p.596) definition of the term which explains that pupil management also involves coordinated non-instructional services which aim at optimizing pupils’ intellectual, psychological, social and physical development.

4.1.2 Activity management system
As the pupil personnel management is still a part of educational management in general, it also requires the involvement of some functions of management such as the ones
included in Emetaron’s (2002) (as cited in Nwakpa, 2015, p.62) definition including planning, organizing, supervising, coordinating and the controlling. In fact, it can be mentioned that those management functions are applied in the pupil personnel management of the Saint Aloysius dormitory boarders, even though their application is not always effectuated as it is expected.

In other words, for instance, as far as the planning of the services and activities are concerned, they are said to be effectuated by the caretaker team members whenever any adjustment is needed to be done. As such, the planning of the services is not under the responsibility of the dorm head only; any member of the team can take part in it. Nevertheless, in the evaluation activity unlike some Finnish welfare service organizations which are quite active in their performance measurement (Sillanpää, 2011), they rarely evaluate their services, including the welfare ones and do not also have any clear and systematic measurement approach to do it.

Apart from that, it has been noticed that the services provided by the caretakers in service are not controlled by anybody else, apart from the boarders’ parents. In other words, the results of some interviews led to the understanding that the caretakers do not have to report the condition and the progression of the pupil personnel management to anybody or any higher authority in their congregation. Usually, they would provide the boarders’ parents with some reports concerning the pupils’ life conditions at the dormitory and at school as often as possible via telephone or WhatsApp or would organize a meeting at the dormitory with the parents to directly talk about any new projects suggested by the caretakers or any bad or good circumstances related to the services and the learners’ progress. Thus, it can be concluded that the caretaker team members control their services and duties by themselves and among themselves.

4.2 Boarder management effectiveness
The dormitory has a clear vision and missions. It is worth mentioning that such vision and the missions have been created primarily for the boarders, a fact which can be considered as an illustration of Emetarom’s (2002) statement about the primary objective of the educational institution’s existence. The caretaker made the effort to involve the boarders directly in the management of their own activities and some services provided by the dormitory. However, despite these remarkable efforts effectuated by the dorm
caretakers, the concerned boarding school is still far from being considered as an elite one since it has none of the five identified characteristics of an elite boarding suggested by Fernandez (2009).

According to Ukeje (1994) (as cited in Nwakpa, 2015, p.62), there exist seven (7) points which can become the objectives of the establishment of pupil personnel management in an educational institution. Actually, the comparison of those objectives, mentioned below, and the real condition of the pupil personnel services implemented by the Saint Aloysius school dormitory caretaker team is also aimed to provide a general image of the probable effectiveness of their services.

4.2.1 Relationship between the caretakers and the boarders
First, the first objective suggested by Ukeje, which can be also related to one of Nwakpa’s (2015) points about the importance of the establishment of an effective interpersonal communication between school staff and pupils, have been observed and reported by both the interviewed caretakers and boarders. The boarders have a quite close relationship with the caretakers. Nevertheless, Nwapka’s (2015) suggestion, which requires school administrators to appreciate, understand and accept pupils as they are, can be considered as one of the means that can lead to the achievement of the first objective discussed previously. Actually, that requirement has been noticed to be quite well respected by the caretakers.

Moreover, the establishment of an effective interpersonal communication between school administrators themselves is highly required so that pupil personnel management can be effective (Nwakpa, 2015). It should be mentioned that the situation at the Saint Aloysius school dormitory shows that the caretakers have a very good relationship among themselves. The fact that they work as a team also demonstrates that good communication among the caretakers. As such, it can be mentioned that the “horizontal communication” among administrators discussed by Shear, B. (1965, p.137) exists in the dormitory.

4.2.2 Boarders’ academic motivation
Then, as far as the second objective suggested by Ukeje (1994) (as cited in Nwakpa, 2015:62) concerning the increase of pupils’ interest in academic learning is concerned, unfortunately it is not fully accomplished by the caretakers at the Saint Aloysius school dormitory. Moreover, it can be concluded that the situation of the academic result of the
boarders at this specific dormitory does not support Martin’, Papworth, & Liem’s (2014) and Curto, & Fryer’s (2012) findings which demonstrate that boarding school can affect pupils’ academic motivation. Based on the finding especially in the field of boarders’ academic results, the boarder’s academic motivation is not not satisfactory yet. However, the gain of academic self-efficacy requires a serious assistance and nurture of academic motivation (Scheel, Madabhushi, & Backhaus, 2009).

4.2.3 Moral and discipline improvement

In addition, the positive results of the education style applied at the dormitory support Martin, Papworth, & Liem, G’s (2014) findings about the fact that boarding schools can positively affect pupils’ engagement and well-being. The caretakers at the concerned dormitory starts to succeed in improving the moral and discipline of the boarders. This is mainly due to the fact that differently from the education condition discussed by Ramey (2015) and Mary-Day, (2017), the caretakers at the concerned dormitory make the effort to “medicalize” the boarders through behavioral intervention and try to understand behavioral problems’ causes before applying suspensions or expulsion. Also, it is thanks to the caretakers’ effort to implement the scheduled guidance and counseling activities as opposed to the condition of such a kind of program in some schools in Kenya (Ruttoh, 2015).

Nevertheless, the moral and discipline of the boarders was improved. In fact, such good results can illustrate the “modest positive” difference between boarding pupils and day pupils found out by Martin et al. (2014). Also, it confirms the belief of some school counselors and students in some schools in Zimbabwe about the fact that guidance and counseling service can provide personal and social benefits (Chireshe, 2011).

4.2.4 Development of pupils’ sense of responsibility and ethical tolerance

The improvement of the boarders’ discipline and moral is due to the kind of education style applied at the dormitory. The caretaker involve the boarder in the formulation of the dormitory regulation. In fact, it has also been reported and observed that, as opposed to some boarders in China, the concerned boarders are not “passive participants” (Zhao, 2011). They are given the chance to be engaged individually and collaboratively in the management of some of their own activities and services at the dormitory, thanks to the creation of sections. In fact, apart from the fact that such an engagement can lead to the improvement of boarders’ moral and discipline, it also provides boarders with
management skills, such as problem solving skill, leadership and sense of responsibility, a fact which support Srivastava and Singh’s research findings (2013). As such, as opposed to some educational institutions involved in Paletta’s research (2011), the concerned dormitory is a more skill-based organization. However, the boarders’ suggestions do not involve services, like the nutrition one, unlike Tikkanen (2009)’s suggestion which encourage the pupil involvement in school meal.

4.2.5 Dormitory program condition
In fact, the provided service quality does not result in serious complaints from the boarders, similarly to the condition of some boarders in some dormitories in Iran (Khajehzadeh, 2016). Nevertheless, the provision of a quality of service, based on a well-prepared program, is essential to stimulate learners’ loyalty and behavioral intention (Khoo, Ha, & McGregor, 2017).

4.2.6 Welfare services
The caretaker had provided all the necessary welfare service as it is required by Nwakpa (2015) and Shear (1965, p.137). Even so the quality of the management service is less satisfactory, the recreational and extracurricular activities provided at the dormitory are seen to be well-organized. As it is reported by Ehigie and Taylor, (2009) this condition can give the stimulation of the boarders’ loyalty. Unfortunately, differently from the findings of Chan (2016) and Piche et al. (2015), the practice of the extracurricular activities fails to improve the boarders’ academic performance and learning style.

On the other hand, the fact that the pupils are provided with very basic daily menu and health care, even though the condition of these services neither appear as serious as the nutrition and health service at some schools in Shaanxi involved in Yue et al.’s research in 2008, nor as well-managed as the service discussed in Pucher et al. (2013) and Pavletic et al. (2016)’s research, can be considered as quite shocking. Also, even though the condition of the safety at the dormitory is not as terrible as the safety condition in some boarding school dormitories in Kenya discussed in Gatua’s article (2015), it also appears to be doubting due to the absence of security agent in charge of the direct assurance of the safety in that whole school area, despite the use of CCTV and the permanent presence of some caretakers at the dormitory area.
4.2.7 Staff supervision and training

In addition, as it is mentioned by Chidobi, (2015, p.2108), the existence of a serious supervision of staff from the leader is also crucial for the effectiveness of the pupil personnel management. However, unfortunately, such supervision from the head of the dormitory does not exist. Generally, the supervision of the caretakers’ services is effectuated by a mentor caretaker, who considered himself as a supporter, similarly to the mentor teachers’ perception in Clarke et al.’s findings (2015).

Apart from the staff supervision, the concerned dormitory also lacks qualified caretakers who are supposed to have competencies related to the specificity of the dorm or boarding school, such as the ones suggested by Uhbiyati (2015). In addition, the caretakers at St. Aloysius dormitory experience the same challenge as some caretakers in some Australian boarding school related to their lack of skill based training which is considered to be vital (Hodges et al., 2013).

V. CONCLUSION

The research led to the knowledge and the understanding that first, despite the dormitory’s geographical location and its small size, the caretakers at the involved school dormitory make the effort to provide most of the services and tasks required for an effective pupil personnel management as well as they can. The boarder management implemented at dormitory involve the establishment of different services. In other words, the boarder management at Saint Aloysius Turi Middle School dormitory involves the caretakers in service to establish different tasks and services involved in the (1) new boarder management, (2) educational process management and (3) the evaluation and reporting of the boarders’ learning progress. Second, Management of the educational process effectuated thanks to a supervised evening learning session. Establishment of a disciplinary control system included. Third, evaluation and reporting of the boarder’s academic progress and their adjustment to the dorm life.

In fact, the establishment of those services led to some positive results in the boarders’ education, a fact which is due to the existence of a strong teamwork and commitment from caretakers and the involvement of boarders and parents especially in
the educational process management and the evaluation stage, which can be considered as key factors to boarder management effectiveness.

However, some other important factors, including the supervision of the staff, staff training, the establishment of a formal program or curriculum and program evaluation, also need to be considered by the dormitory caretakers. Apart from that, it should be mentioned that some services provided by the caretakers are not managed appropriately yet. As a result, the Saint Aloysius dormitory caretakers still need to make some effort to improve the management of some services, especially the academic learning support that they provide to the boarders.

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