

Character Building Management Of Students Islamic Boarding School

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ABSTRACT : The purpose of this study was to determine how the character education of students who attend Islamic boarding schools. Islamic boarding schools are traditional Islamic educational institutions that exist to understand, appreciate, and practice the teachings of the Islamic religion by emphasizing religious morals as guidelines for everyday social life. This research is conducted on 15 students at Madrasah Al-Raudhoh which is located at the Taman Yasmin Grand Mosque, Bogor. This Islamic boarding school accommodates students who come from families whose economic conditions are less fortunate. The method applied in this research is a qualitative descriptive approach. The results of the study stated that some of the characteristics of the students that had not grown or been still lacking were lack of awareness of cleanliness and on time when the prayer time came.

KEYWORDS :Management,Education, Character Education, Islamic Boarding School, Community Empowerment.

I. INTRODUCTION

Character is inherent in a person, family, and certain community (Fahmy, Bachtiar, Rahim, & Malik (2015)). Character education is important for the growth of the human individual as a whole and must be done from an early age. Apart from parental guidance in the family, educational institutions also need to accommodate basic character-building education for these children. A. Kamaruddin(2012) stated that it is important for an educational institution to not only pay attention to the needs of students' academic competencies, but also character building so that graduates become academically prepared graduates and have good character. So according to (Zurqoni, Retnawati, Arlinwibowo, & Apino, 2018)the need for a strategy that might be implemented by schools in character education is by providing character building facilities and designing good character development programs. Marini (2017)states that the ideal educational outcome is graduates who are outstanding and of good character. These results were obtained from integrating character development in the teaching and learning process in schools. Another opinion from Murtako(2015)states that a person's character is not always influenced by education, but there are other factors, namely culture. Meanwhile, Agung (2011) conducts research on the relationship between learning studies and character development.

Fahmy, Bachtiar, Rahim, & Malik(2015)states that a person's character does not come from the results of evaluating one's attitudes and behavior but in the form of assessments from others. The management of Islamic boarding schools as a non-profit institution, however, requires a special skill that requires seriousness. As part of getting the Tahfidz Islamic Boarding School mosque, so far, it has been fully funded by the mosque's revenue from its congregation. However, the effectiveness of the management of the tahfidz Islamic boarding school is not only influenced by the availability of available funds, but also the main character of the students market itself which is the main input of a pesantren itself. Perdana (2015)stated that pesantren fosters character attributes of mutual help, sincerity to serve, independence, and simplicity. The students are of course required to have positive constructive characters so that the aim of managing the Islamic boarding school itself is to produce students who memorize the 30 juz Al-Quran can be achieved properly and following the predetermined target time. (Muswara & Zalnur, 2019)stated that the character development design as implemented by the pesantren was able to change the behavior of students in a more positive direction such as courtesy, discipline, obedience to worship, obeying rules, living clean and tidy, daring to appear, living regularly, and honest behavior. Meanwhile (Abdurrahman, 2016)argues that the development of character education must refer to the vision, mission, and programs of the Islamic boarding school. Therefore, this study aimed to see whether there were differences in the character of the students after the additional character education training was given.

II. RESEARCH METHODS

The research approach used in this study is a qualitative descriptive research method by comparing the results of a questionnaire survey given to students before and after participating in character education training. The research was conducted in a mosque environment with 15 male respondents. The questionnaire was constructed

based on the measurement indicators of character education, namely discipline, motivation to learn, personal health, teamwork, maintaining cleanliness, time management skills.

III. RESEARCH RESULT

This study explains and examines whether there are differences in the results of the character education training provided by the University of Indonesia community service team before the students are given training and after the students receive character education training. The aspects examined in this study include discipline, learning motivation, personal health, group collaboration, maintaining cleanliness, managing time. The number of participants in the character education training program in community service based on science and technology in the form of public speaking and character education training for students of the Ar-Raudhoh Islamic boarding school held at the Taman Yasmin Mosque in Bogor City who filled out a questionnaire as many as 15 participants. The filling out of this questionnaire aims to see the success of organizing the event by comparing aspects of character education for each participant before and after participating in the character education training. A detailed explanation of the comparison of the character education training results questionnaire that has been carried out can be seen below.

Discipline

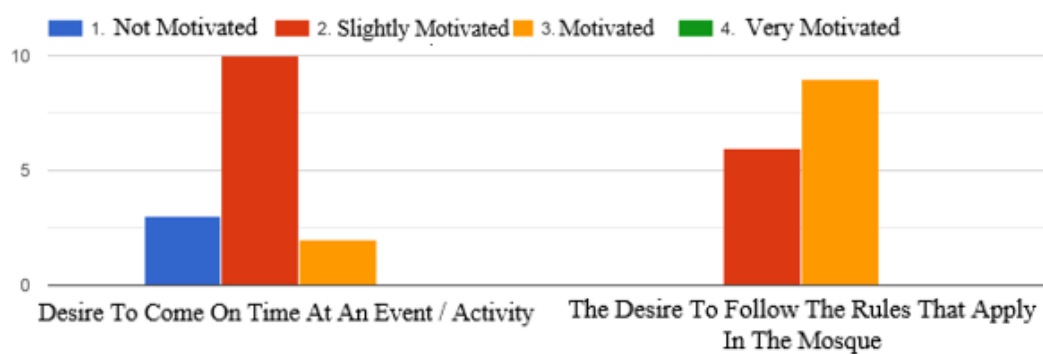


Figure 1. Student's Discipline before the Training

Based on Figure 1 above, it can be seen that information from a total of 15 respondents who filled in the discipline aspect before attending the character education training. A total of 10 respondents answered somewhat motivated to come on time at an event/activity. A total of 3 respondents answered not motivated to come on time at an event/activity. Then a total of 2 respondents answered motivated to come on time at an event/activity. Based on the graphic above, it can also be seen that as many as 6 respondents answered that they were somewhat motivated to follow the applicable regulations in mosques. Then as many as 9 respondents answered motivated to follow the applicable regulations in the mosque from a total of 15 respondents.

Discipline

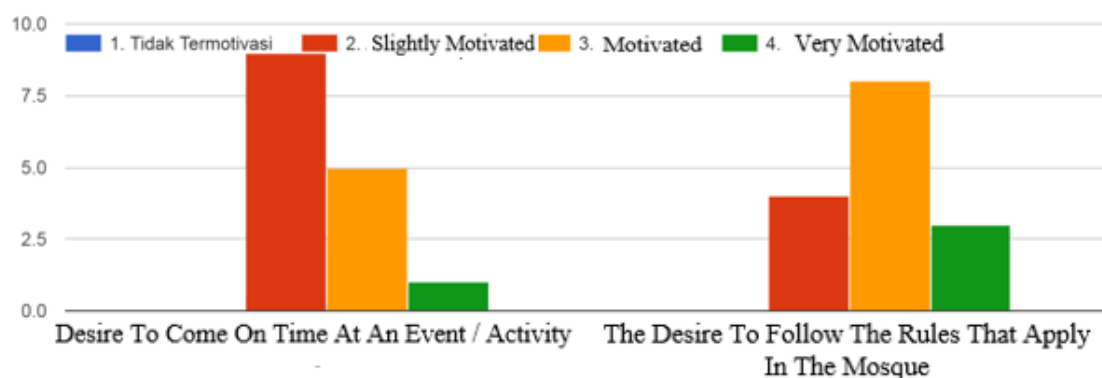


Figure 2. Student's Discipline after the Training

Based on Figure 2, it can be seen that information from a total of 15 respondents who filled in the discipline aspect after attending the character education training. A total of 9 respondents answered that they were somewhat motivated to come on time at an event/activity. A total of 5 respondents answered Motivated to come on time at an event/activity. Then a total of 1 respondent answered very motivated to come on time at an event/activity. Based on the graph above, it can also be seen that as many as 4 respondents answered that they were somewhat motivated to follow the applicable regulations in the mosque. A total of 8 respondents answered that they are motivated to follow the applicable regulations in the mosque. Then as many as 3 respondents answered very motivated to follow the regulations that apply in the mosque from a total of 15 respondents.

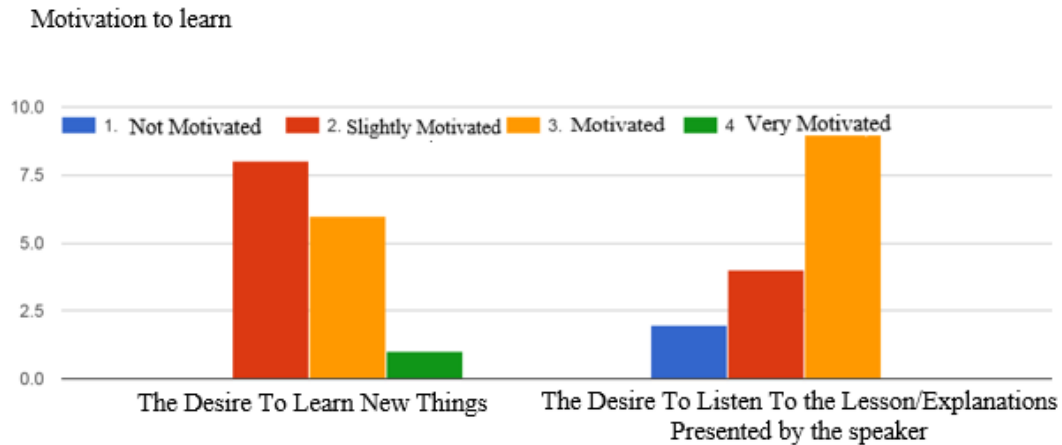


Figure 3. Students Motivation before the Training

Based on Figure 3, it can be seen that information from a total of 15 respondents who filled in aspects of learning motivation before participating in character education training. A total of 8 respondents answered somewhat motivated to learn new things. A total of 6 respondents answered motivated to learn new things. Then a total of 1 respondent answered very motivated to learn new things. Based on the graph above, it can also be seen that as many as 4 respondents answered that they were somewhat motivated to listen to the lessons/explanations presented by the speaker. A total of 9 respondents answered motivated to listen to the lessons/Explanations presented by the speaker. Then a total of 2 respondents answered not motivated to listen to the lessons/explanations presented by the speaker from a total of 15 respondents.

Motivation to learn

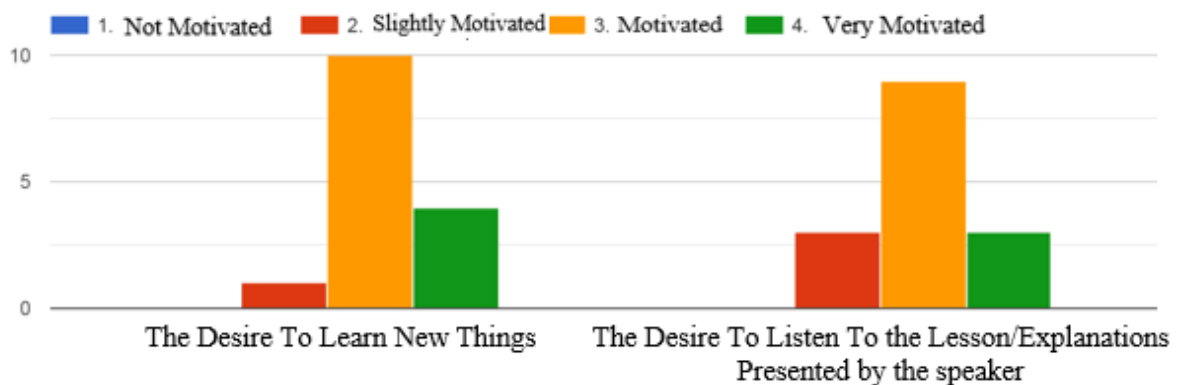


Figure 4. Students Motivation after the Training

Based on Figure 4, it can be seen that information from a total of 15 respondents who filled in aspects of learning motivation after participating in character education training. A total of 1 respondent answered that they were somewhat motivated to learn new things. A total of 10 respondents answered motivated to learn new things. Then a total of 4 respondents answered very motivated to learn new things.

Based on the graph above, it can also be seen that as many as 3 respondents answered that they were somewhat motivated to listen to the lessons/explanations presented by the speaker. A total of 9 respondents answered motivated to listen to the lessons/explanations presented by the Speaker. Then a total of 3 respondents answered verymotivated to Listen to the Lessons / Explanations presented by the Speaker from a total of 15 respondents

Personal Health

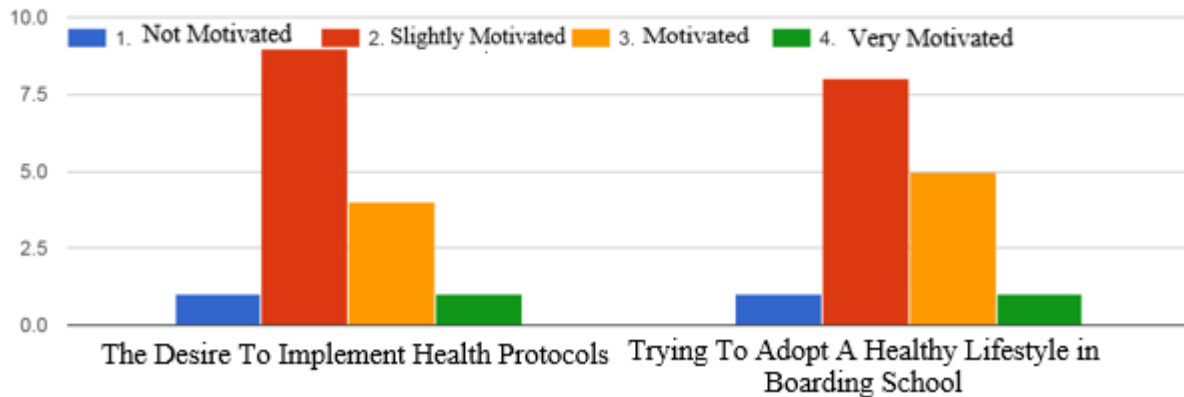


Figure 5. Students Personal Health before training

Based on Figure 5, it can be seen that information from a total of 15 respondents who filled in the personal health aspects before attending the character education training. A total of 1 respondent answered not motivated to Implement health protocols. A total of 9 respondents answered rather motivated to implement the health protocol. A total of 4 respondents answered motivated to implement health protocols. Then a total of 1 respondent answered very motivated to implement health protocols. Based on the graph above, it can also be seen that as many as 1 respondents answered that they were not motivated to implement a healthy lifestyle in Islamic boarding schools. A total of 8 respondents answered somewhat motivated to implement a healthy lifestyle in an Islamic boarding school. A total of 5 respondents answered motivated to implement a healthy lifestyle in an Islamic boarding school. Then a total of 1 respondent answered very motivated to implement a healthy lifestyle in Islamic boarding school from a total of 15 respondents.

Personal Health

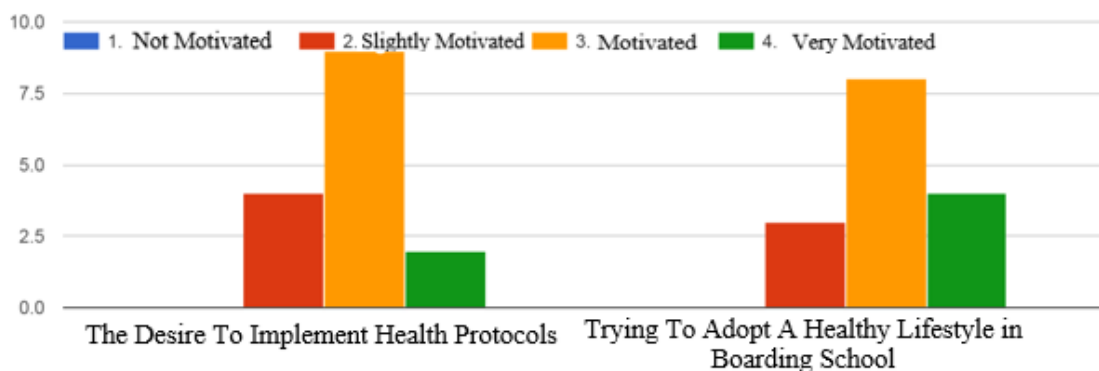


Figure 6. Students Personal Health after training

Based on Figure 6, it can be seen that information from a total of 15 respondents who filled in the personal health aspects after attending the character education training. A total of 4 respondents answered rather motivated to implement the health protocol. A total of 9 respondents answered motivated to implement health protocols. Then a total of 2 respondents answered very motivated to implement health protocols. Based on the graphic above, it can also be seen that 3 respondents answered that they were somewhat motivated to adopt a healthy lifestyle in Islamic boarding schools. A total of 8 respondents answered motivated to apply a healthy lifestyle in Islamic

boardingschools. Then a total of 4 respondents answered verymotivated to Implement a healthylifestyle in school from a total of 15 respondents.

Group Cooperation

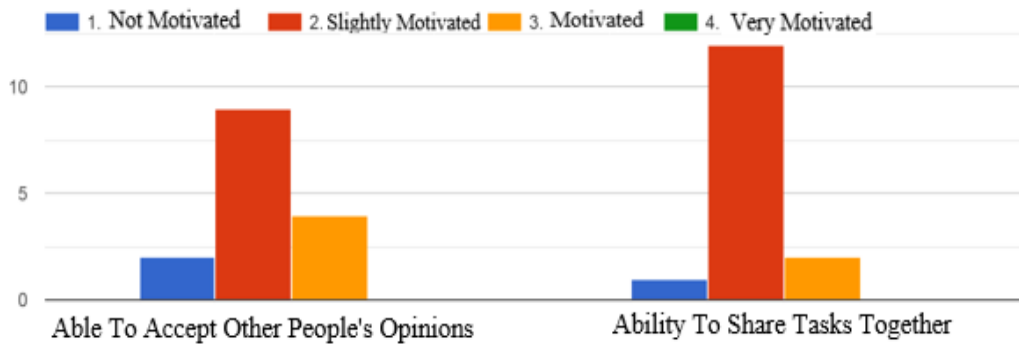


Figure 7. Students Group Cooperation before training

Based on Figure 7, it can be seen information from a total of 15 respondents who filled in the aspects of groupcooperation before attending the charactereducationtraining. A total of 2 respondents answered that they were not motivated to be able to accept other people's opinions. A total of 9 respondents answered somewhat motivated to be able to accept other people's opinions. Then a total of 4 respondents answered motivated to be able to accept other people's opinions. Based on the graph above, it can also be seen that 1 respondent answered that they were not motivated to be able to share tasks. A total of 12 respondents answered somewhat motivated to be able to share tasks. Then a total of 2 respondents answered motivated to be able to share tasks from a total of 15 respondents.

Group Cooperation

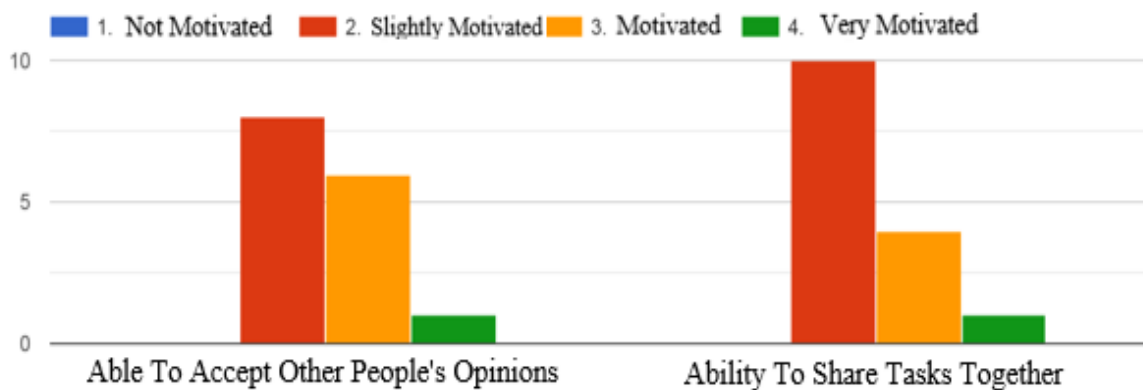


Figure 8. Students Group Cooperation before training

Based on Figure 8, information can be seen from a total of 15 respondents who filled in the aspects of Group Cooperation after attending the Character Education Training. A total of 8 respondents answered somewhat motivated to be able to accept other people's opinions. A total of 6 respondents answered that they are motivated to be able to accept other people's opinions. Then a total of 1 respondent answered that he is very motivated to be able to accept other people's opinions. Based on the graph above, it can also be seen that 10 respondents answered that they were somewhat motivated to share the task. A total of 4 respondents answered Motivated to share tasks. Then a total of 1 respondent answered Very Motivated to Share Tasks together from a total of 15 respondents.

Maintain Cleanliness



Figure 9. Students Group Cooperation before training

Based on Figure 9, it can be seen that information from a total of 15 respondents who filled in the aspects of maintaining cleanliness before participating in character education Training. A total of 4 respondents answered rather motivated to believe that is part of faith. A total of 7 respondents answered motivated to believe that cleanliness is part of faith. Then a total of 4 respondents answered very motivated to believe that cleanliness is part of faith. Based on the graph above, it can also be seen that as many as 1 respondents answered that they were not motivated to throw garbage in their place. A total of 2 respondents answered rather motivated to dispose of trash in place. A total of 10 respondents answered that they are motivated to throw garbage in its place. Then a total of 2 respondents answered very motivated to dispose of trash in place from a total of 15 respondents.

Maintain Cleanliness

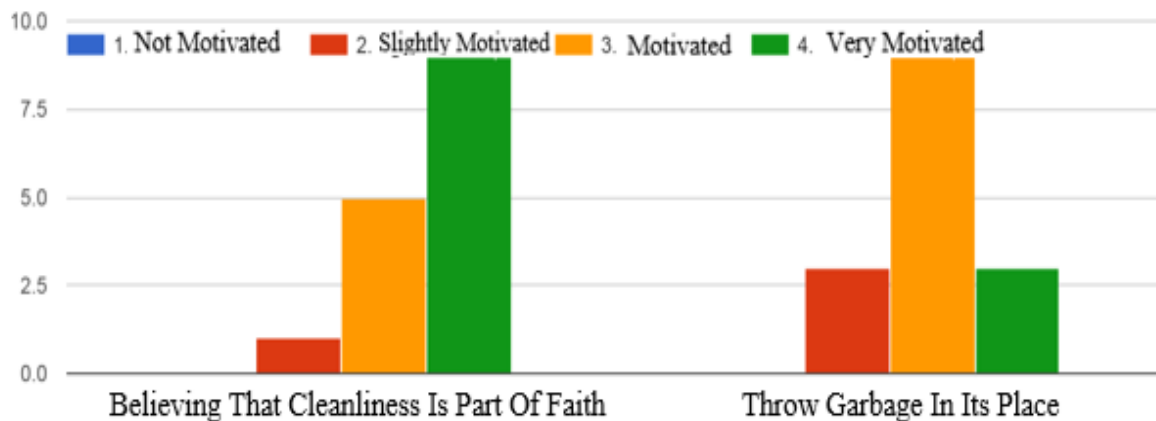


Figure 10. Students Group Cooperation after training

Based on Figure 10, information can be seen from a total of 15 respondents who filled in the aspects of maintaining cleanliness after participating in character education training. A total of 1 respondent answered rather motivated to believe That cleanliness is part of faith. A total of 5 respondents answered motivated to believe that cleanliness is part of faith. Then a total of 9 respondents answered very motivated to believe that cleanliness is part of faith. Based on the graph above, it can also be seen that as many as 3 respondents answered that they were somewhat motivated to throw garbage in its place. A total of 9 respondents answered that they are motivated to throw garbage in its place. Then a total of 3 respondents answered very motivated to dispose of trash in place from a total of 15 respondents.

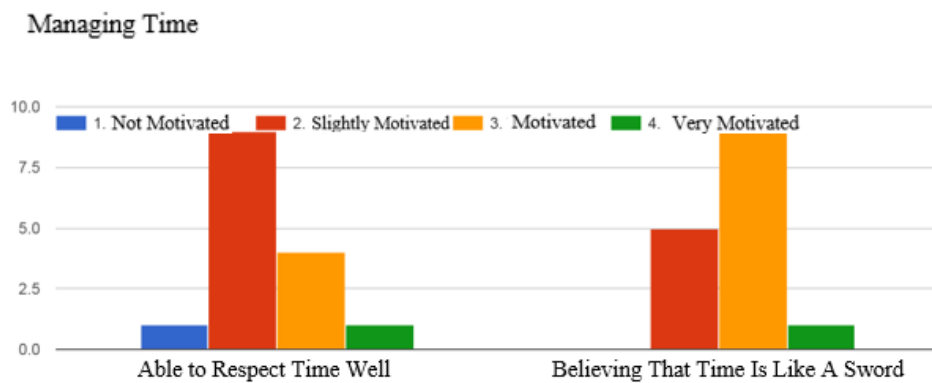


Figure 11. Students Time Managing before training

Based on Figure 11, it can be seen that information from a total of 15 respondents who filled in the aspects of managing time before attending character education training. A total of 1 respondent answered not motivated to be able to appreciate time well. A total of 9 respondents answered that they were somewhat motivated to be able to appreciate time well. A total of 4 respondents answered that they are motivated to be able to appreciate time well. Then a total of 1 respondent answered very motivated to be able to appreciate time well. Based on the graph above, it can also be seen that a total of 5 respondents answered somewhat motivated to believe that time is like a sword. A total of 9 respondents answered motivated to believe that Time is Like a Sword. Then a total of 1 respondent answered very motivated to Believe that time is like a sword out of a total of 15 respondents.

Managing Time

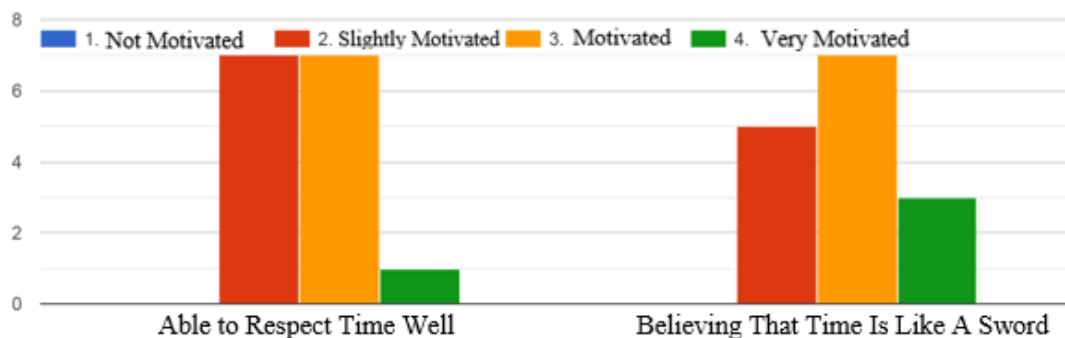


Figure 12. Students Time Managing after training

Based on Figure 12, it can be seen that information from a total of 15 respondents who filled the aspects of managing time after following character education training. A total of 7 respondents answered that they were somewhat motivated to be able to appreciate time well. A total of 7 respondents answered that they are motivated to be able to appreciate time well. Then a total of 1 respondent answered very motivated to be able to appreciate time well. Based on the graph above, it can also be seen that 3 respondents answered somewhat motivated to believe that time is like a sword. A total of 7 respondents answered motivated to Believe that Time is Like a sword. Then a total of 3 respondents answered very motivated to believe that time is like a sword out of a total of 15 respondents.

IV. CONCLUSION

Students' understanding of character education is one of the factors that will facilitate the management of students in an Islamic boarding school or school. From the results of the discussion that the author has shared in the previous section, several conclusions can be drawn, including the number of respondents who became the sample of this study were all male students in the boarding school, amounting to 15 people; the types of character education training provided include disciplinary training, learning motivation, personal health, group cooperation, maintaining cleanliness; Disciplinary aspects. From the aspect of discipline, when compared between before participating in the training and after participating in the training, there was an increase in

students' awareness to be more disciplined even though students became more disciplined. The number is not too many, which is only about 2 people; Aspects of learning motivation. From the aspect of learning motivation, students also experienced a slight increase in awareness after they attended the motivation to learn training. Some students are increasingly aware so that they are more motivated to learn, both in terms of learning new things and when listening to the lessons given; Personal health aspects. From the aspect of awareness of personal health, there is also an increase in awareness of a healthy lifestyle after attending the training. In particular, 4 children were increasingly motivated to maintain health after attending the training; Group cooperation aspect. In the aspect of group cooperation, things that are seen are the attitude of accepting other people's opinions, and the ability to share tasks. In these aspects there has also been an increase in awareness in terms of group cooperation after they have attended training related to group cooperation, although the numbers are not very significant; Maintain cleanliness. The level of awareness of the students' hygiene on average was already high even though they had all attended the training. This is probably due to the understanding that cleanliness is part of faith. Increased awareness after attending training ranges from only 2-4 people; The ability to share time is an important aspect that a student needs to have. The ability to share time is a skill that must be possessed by a student. From the results of the distributed questionnaires, there was a modest increase in awareness in managing time. Some children are increasingly motivated to share their time well but most of them are at the medium level both before attending training and after attending training; By paying attention to the points of the conclusion above, it can be said that after the follower of character education training the students' awareness of the positive characters that have been given above in some people has progressed or become more aware of positive character attitudes. Or in other words, getting more motivated to apply positive character attitudes in some of the aspects mentioned above. Even though the number who experienced an increase in awareness of positive characters was not up to 50. This is because the input of students in the school is that people do not go through an entry selection that is not too strict.

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