

ANALYZING THE ISLAMIC BOARDING SCHOOL ENVIRONMENT IN INCREASING THE INDEPENDENCE OF DARULUGGAH WALKAROMAH STUDENTS

by

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Abstract

Santri are students who live in Islamic boarding schools. In general, students live with all their independence without the services of their parents, as at home. This research was carried out at the Darullugah Walkaromah cottage. The approach used is a qualitative approach using descriptive analysis with the aim of describing events, people's behavior or a situation in narrative form, to foster students' independence. example and patience are needed for the ustad or ustadzah to provide direction to the students so that the students can adapt to the Islamic boarding school environment and have an independent attitude.

Keywords: students, independent, environmental

Abstract

Santri are students who live in boarding schools. In general, students live with all their independence without the services of parents as at home. This research was conducted at Pondok Darullugah Walkaromah. The approach used is a qualitative approach using descriptive analysis with the intention of describing events, people's behavior or a situation in the form of a narrative, to foster the independence of students, examples and diligence are needed for ustad or ustdah to provide direction for students so that students can adapt to the Islamic boarding school environment and have an independent attitude.

Keywords: students, independent, Environment

Introduction

Santri are students who live in Islamic boarding schools, which is different from students in general who do not live in a place like an Islamic boarding school according to KH. Mustofa Bisri "Santri are kiai's students who are educated with love to become strong believers (whose faith is not shaken by relationships, interests and differences)." (Zahro, 2022). The backgrounds of students are also diverse because they usually come from families that have a strong Islamic boarding school tradition while others may be the first generation in their family to choose Islamic boarding school education and as we know, students have close ties to religious teachings.

In general, students live with all their independence without the services of their parents, as in their homes where every need for activity is prepared by their parents. When they enter the Islamic boarding school environment, they are required to carry out all activities independently, as a result, it is difficult for them to do it themselves, therefore we have given the title Analysis Islamic boarding school environment in increasing the independence of students Darullugah Walkaromah (Zukdi, 2022).

Research methods

In this research, the approach used is a qualitative approach using descriptive analysis with the aim of describing events, people's behavior or a situation in narrative form, according to Sugiono's opinion which means that "qualitative research is more suitable for this type of research which understands social phenomena from participant perspective. In simple terms, it can also be interpreted as research that is more suitable for examining the condition or situation of the research object (Alfatin, 2022)".

This research was carried out at the Darullugah Walkaromah Islamic boarding school, Sidomkti Kraksaan Probolinggo, with the aim of knowing and increasing the independence of students, especially in the boarding school environment, data obtained from observations of the boarding school environment, documentation and interviews.

Results and Discussion

Based on the research that has been carried out, the results obtained from the instrument in the form of interviews and direct observations are as follows:

1. Student background

From the results of observations at the Darullugah Walkaromah Islamic boarding school, the students who live there have different backgrounds, some of them have the desire of the individual to go to boarding school and some of them come from family traditions. However, 70% of the students who board at the Darullugah Walkaromah Islamic boarding school mostly come from family traditions, not because of their own desire to be in an Islamic boarding school (Arifin, 2022).

2. Islamic boarding school environment and activities

From the results observations of the environment Darullugah Walkaromah Islamic boarding school, the Darullugah Walkaromah Islamic boarding school is not much different from other Islamic boarding schools where there is a mosque building, a student room for the Kyai's house and a madrasah where teaching and learning activities (KBM) are located. The only difference lies in the time and type of activities. According to Abdurrahman Wahid, "Islamic boarding schools are an externally unique environment of life where the Islamic boarding school environment usually has several buildings, namely the caretaker's house, surau or mosque, a teaching and learning place or madrasa which has the connotation of a school, and the dormitory where the students live.(Ichsan, 2016)".

The activities at this boarding house are very busy starting with the Tahajjud prayer at 03:00 in the morning, after that it is filled with familiarization activities in accordance with each institution such as the LPBA (Foreign Language Development Institute) carrying out vocabulary reading activities and conversations in Arabic and English, LTQ (Tahfidzul Qur'an Institute) with murojaah or rereading previously memorized memorization

until the dawn call to prayer, and much more. The program carried out is specifically for students who have been at the Islamic boarding school for 2 years or what are called old students, while for new students the focus is on learning to read the Koran, interpreting the book and religious practices such as ablution, prayer and so on.

After the morning prayer, the students go to their respective classes at 05:30 to carry out Madrasah Diniyah school for 1 hour until 06:30. After the Diniyah school activities are finished, the students are given time to carry out personal activities such as bathing and eating, then at 07:30 the students leave for formal school until 12:30 then continue with midday prayers in congregation then rest at 02:00 noon. After entering at 16.00 in the afternoon, the students returned to carrying out their activities starting from Asr prayers in congregation and continued with activities in each institution, after that 30 minutes later the students were given time to eat and bathe, followed by Maghrib prayers in congregation and studying the Koran until 19:00, after that Isha' prayer in congregation then Madrasah Diniyah school until 20:30 then 30 minutes of relaxing time followed by studying at each institution until 22:00 and mandatory bedtime at 23:00.

3. Student independence

Islamic boarding school is a place for students from all over the region to live where in the boarding school students are trained to be independent, independence is an individual's ability to carry out an activity and not depend on other people. According to Watson, "independence means the freedom to take the initiative, overcome obstacles, do something correctly, be persistent in business, and do everything yourself without relying on help from people (Fitri, 2020)".

It is not uncommon for many students to feel at home due to busy boarding school activities and having to do all their own needs. To foster independence within the students, hard work and patience is needed from a teacher or ustadz, with advice given by the ustadz or teacher accompanied by

example so that the students imitate. and implementing it within himself, it is not enough that the function of sanctions which must exist in every institution, whatever it is, can also trigger the independence of a student (Zakaria, 2023).

Conclusion

From the results of the discussion, it can be concluded that to foster the independence of students, examples and patience are needed for the ustad or ustazah to provide direction to the students so that the students can adapt to the Islamic boarding school environment and have an independent attitude.

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