DEVELOPMENT OF INDEPENDENT STUDENTS AND THEIR EFFECTS IN BUILDING ISLAMIC CHARACTER

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Abstract:

This study aimed to determine the development of independent santri and its influence in building the character of Islamic students. The research method used is descriptive quantitative, which is carried out at the Arrisalah Ciamis Islamic Boarding School, with the research population being 40th-grade students. The results showed that the development of independent santri has a strong and positive influence on the development of the Islamic character of the santri. All aspects of the values contained in independent santri can be built through continuous coaching, thus helping in the development of Islamic character that reflects the nature of the Prophet Muhammad, namely Sidiq, Amanah, Tabligh, Fatonah (SATF). The conclusion is that the applicable values taught by Rasulullah SAW, namely the SATF, can be found by anyone who pursues Islamic teachings or moral education taught in Islam if the students are genuinely committed to following every pesantren fostered.

Keywords : *Character Education, Teacher Personality Competence, Online Learning Management*

Abstrak:

Tujuan penelitian ini adalah untuk mengetahui pembinaan santri mandiri dan pengaruhnya dalam membangun karakter santri Islami. Metode penelitian yang digunakan adalah deskriptif kuantitatif yang dilaksanakan di pesantren Arrisalah Ciamis dengan populasi penelitian adalah siswa kelas 9 yang berjumlah 40 orang. Hasil penelitian menunjukan bahwa pembinaan santri mandiri memberikan pengaruh yang kuat dan positif terhadap pembangunan karakter islami santri. Artinya, segala aspek nilai-nilai yang terkandung dalam santri yang mandiri dapat terbangun melalui pembinaan yang dilakukan secara terus menerus, sehingga membantu dalam pembangunan karakter islami yang mencerminkan sifat Rasulullah SAW yakni Sidiq, Amanah, Tabligh, Fatonah (SATF). Kesimpulannya adalah Nilai-nilai aplikatif yang diajarkan oleh Rasullah SAW yakni SATF tersebut dapat ditemukan oleh siapa saja yang menekuni ajaran Islam atau pendidikan akhlak yang diajarkan dalam Islam jika santri bersunggung sungguh dalam mengikuti setiap binaan sari pesantren.

Kata Kunci: *Karakter Islami, Pembinaan Santri, Santri Mandiri*

INTRODUCTION

Research on Islamic boarding schools is a unique attraction for researchers, considering that they are dynamic, unique educational institutions, and their existence is a product of Indonesian culture. Syuhud (2019), Arif & Pratama (2021) say that Islamic boarding schools are understood as traditional educational institutions whose existence is formed to understand, study, and practice Islamic teachings by emphasizing the importance of Islamic religious morality as a guide for daily life. Islamic boarding schools are educational subsystems with unique characteristics (Dhofier, 2011; Yunus et al., 2019).

Anwar (2019) asserts that the unique characteristics of pesantren can be identified based on the personal characteristics of the kyai, elements of the leadership of the pesantren, and even the particular religious sect they adhere to. Based on these characteristics, each pesantren has characteristics, value systems, and cultures different from other pesantren (Dakir et al., 2020). In addition to having unique characteristics, Islamic boarding schools take on a role in the context of the nation's intelligence which has been carried out from generation to generation without stopping (Muali et al., 2021). In history and reality, pesantren have been able to produce independent people and enter every field of life (Mastuhu, 1994). Ni'am (2015) emphasized that implementing the pesantren education system is an educational institution that reflects Indonesian cultural values. This is based on the aim of pesantren to produce pious and independent humans who can occupy every layer and role in society (Hefniy et al., 2020).

One of the values that characterize pesantren and, at the same time, dramatically influences the sustainability of pesantren is independence (Tanshzil, 2018; Latipah, 2019). The independence of students is very relevant to UNESCO's recommendations regarding the four pillars of learning that a person needs in facing the era of globalization (Kayabaşı & Esra, 2020; Ataç & Taşçı, 2020), namely being able to provide awareness to the community so that they are willing and able to learn (learning to know or learning to learn). The selected learning materials should be able to provide an alternative job to students (learning to do), able to motivate them to live in the present era and have a life orientation towards the future (learning to be), as well as the skills to live as neighbors, in society, as a nation, and live in international relations with the spirit of equality and equality (learning to live together).

In the context of students' independence, the independence is influenced by several things, including the influence of the family, school/Islamic boarding school, and the environment. Schools/Islamic boarding schools are educational service groups that provide formal education. Its management should be based on school/madrasah-based management (Nurochim, 2016; Bashori, 2019; Yunus et al., 2019). To condition the independence of students, schools need to reform themselves. According to Mulyasa (2007), reformat the school level must begin with a positive attitude and commitment from all school members to make the best use of the autonomy given.

Based on this, the goals to be achieved through education are intended to educate children to know something and do what they know (Lintangsari & Emaliana, 2020; Shaharudin et al., 2020). In addition, education is expected to be able to form an independent attitude in children and work together with others (Woods & Graham, 2020; Dinh et al., 2021). If you look at this, of course, Islamic boarding schools have the same roles and responsibilities as other educational institutions in terms of improving the quality of output that can compete and can produce the expected outcomes in a pluralistic society (Anam et al., 2019; Samsu et al., 2021).

Therefore, to be able to build independence in students, especially at the Ar-Risalah Islamic Boarding School, Ciamis, as the site of this research, it is necessary to have an educational pattern that is deliberately designed to equip students with independent characters, which are integrated applied in daily life patterns days at the boarding school. To be able to foster this independence. In their research, Arif & Pratama (2021) suggests that a continuous management process is needed to develop and hone the various potentials possessed by students so that gradually they will be able to get rid of dependence in various aspects of their lives as they grow. with its independence (Nuraeni & Irawan, 2021).

The preceding is one illustration that confirms that pesantren where there are traditional schools that want to make santri independent (Musaddad, 2021), it is necessary to have good and quality coaching management that can unite the goals of madrasah and Islamic boarding schools in synergy to advance two institutions together (Mundiri & Jannah, 2021). This activity is also implied to have a goal in building the character of Islamic students (Almuhajir, 2021).

The first synergy that needs to be built at the Ar-Risalah Islamic Boarding School is how to foster in Islamic boarding schools in order to make students independent in building Islamic character by implementing programs that students like, then it is necessary to build a commitment to be independent, primarily by eliminating setting the thought and culture of bureaucratic rigidity, and turning it into an active, creative, and innovative thinking and culture. The commitment to fostering at the Ar-Risalah Islamic Boarding School informing independent santri needs to be built not only on the leadership of the Islamic boarding school and the management but the desire of students to participate in all series of pesantren programs that aim to form an Islamic character also needs to be carried out in tandem so that the results of education in Islamic boarding schools through the development of independent students in a sustainable manner can optimally build the Islamic character of students.

The process of forming the Islamic character of students at the Ar-Risalah Islamic Boarding School, Ciamis, shows the relationship between thoughts, feelings, and actions from the mind to form a thought pattern, from physical to behavior. The way of thinking becomes a vision, the way of feeling becomes mental, and the way of behaving becomes a character; if this continues to be fostered continuously, it will grow a habit. Therefore, the

development of independent students at the Ar-Risalah Islamic Boarding School, Ciamis, is a means of implementing the Islamic character building program in Islamic boarding school education. Departing from this, this study aims to determine the development of independent santri and its influence in building the character of Islamic students at the Ar-Risalah Islamic Boarding School, Ciamis.

RESEARCH METHODS

This research is a quantitative descriptive study that describes the development of independent santri and Islamic character and how this santri development can build Islamic character, which is described by the magnitude of the correlation level. This research uses the case study method. All 9th-grade students, totaling 46 people at the Ar-Risalah Islamic Boarding School, Ciamis, were used as the research population. This study uses total sampling to use the entire population as the research sample. However, in collecting research data, the number of research respondents collected who filled out research questionnaires was 40 respondents.

This research consists of two variables: the development of independent students and Islamic character. The development of independent students referred to in this study adopts the opinion expressed by Neill (2005). The development of independent students in this study consisted of five dimensions: having the desire to learn, being responsible for every activity, making decisions, and having self-confidence. The variable character of the santri itself is measured based on the four values of Islamic character exemplified by the Prophet Muhammad SAW, namely Sidiq, Amanah, Tabligh, and Fathonah (Rukman, 2007). Research data were collected using a Likert scale questionnaire. The questionnaire consists of 4 alternative answers: always, often, rarely, and never. Then, several open-ended questions were given to the respondents to support the research results.

The research data was processed by performing steps 1) data tabulation, 2) finding the average score, and 3) determining criteria. The research data is processed by conducting descriptive analysis, which is intended to see the trend of the distribution of variable frequencies and determine the level of achievement of respondents on each of the indicators studied. To see an overview of each indicator, it can be obtained from the average score using SPSS, namely by using the following formula:

$$\bar{X} = \frac{x}{n}$$

Description:
$\bar{X}$ = Average score sought
x = The sum of the combined scores (the product of the frequency with the weighted scores for each alternative answer)
n = Number of respondents

The calculation results obtained will be converted to the criteria for the average score of the indicators below:

Table 1: Criteria for The Average Score of Indicators

No	Score Range	Criteria
1	3.01 – 4.00	Very high
2	2.01 – 3.00	Tall
3	1.01 – 2.00	Low
4	0.01 – 1.00	Very low

Source: (Allen, 2007)

RESULTS AND DISCUSSION

To get an idea of the development of independent students at the Ar-Risalah Islamic Boarding School, the researchers used an observation questionnaire by collecting four dimensions: students who desire to learn, are responsible for every learning activity and can make decisions, and students who have self-confidence. From the four dimensions of independent students in the coaching process, it is illustrated that the Ar-Risalah Islamic Boarding School, which tends to have the highest achievement, is that students can make decisions in their daily lives as a form of successful coaching on the value of students' independence with the scale achieved is 3.42 with a high category. These dimensions will certainly appear more dominant in students than ordinary students who attend public and private schools if analyzed. Where students are far from their parents, students do it by involving themselves in making decisions as a whole. In addition, even though there are mentors at the pesantren, the ratio is only 1:20, so it will not focus on managing one by one in detail. So that student are required to be independent in making decisions.

Based on the results of the calculation of the tendency that the lowest achievement in the description of the Ar-Risalah students towards the development of independent students is the students who desire to learn. The achievement of the other independent santri dimensions with an achievement scale of 3.04 is the lowest compared to the students responsible for each learning activity with an average tendency of 3.17 and students who have self-confidence with a tendency value of 3.40. Where based on the results of the analysis of the lack of desire of students in learning, this is due to the schedule of students who are already busy from waking up until night, thus reducing the repertoire of students to want to study on their own outside the schedule given by the pesantren.

The Islamic character of the students at the Ar-Risalah Ciamis Islamic boarding school was compiled based on a 5-dimensional questionnaire of observations distributed by researchers to MTs and MA students with the dimensions explored, namely the Islamic character depicted in the prophet Muhammad, namely Sidiq, Tabligh, Amanah and Fatonah, and In addition, it is described that Islamic characters have courage, so the researcher adds one dimension, namely Brave.

Based on the calculation of the trend value on the dimensions of the Islamic character, it can be illustrated that the Islamic character that most appears in the santri at the Ar-Risalah Islamic Boarding School is Tbligh with a

trend value of 3.69. Then the next character is amanah, with a score of 3.53, 3.33 for acquiring the sidiq character, and 3.27 for the achievement of brave character. Meanwhile, the lowest Islamic character is fatonah. With a high tabligh character wherein Islam that a Muslim must have tabligh nature as exemplified by the prophet Muhammad SAW, namely having a concern for the environment, high social awareness is reflected in the concern of students in maintaining environmental cleanliness both in the classroom and in the dormitory, not littering, always participates in social activities in Islamic boarding schools, helps friends who need assistance.

Meanwhile, the lack of indicators for the fatonah dimension, namely the low curiosity of the students, the lack of interest in reading for the students, and the creativity in every activity, are also relatively weak. This can be seen from the lack of a culture of asking teachers and classmates, the lack of student initiative in using their free time to exchange reading references with friends and teachers, and the lack of new ideas in learning. To analyze how much this independent santri development builds the Islamic character of the santri, correlational calculations are needed. Correlation analysis is a statistical technique used to reveal the relationship between the independent and dependent variables. According to Sujarweni et al. (2019), "correlation coefficients are used to determine the degree of relationship between variables." If the existing data is normally distributed, the Pearson's Product Moment Correlation Coefficient formula. The strength of the relationship between two variables is indicated by the Pearson Correlation (R) value.

Table 2: Correlation Test of Independent Santri Guidance

Correlations			
		Independent Santri Coaching	Islamic Character
Independent Santri Coaching	Pearson Correlation	1	.766**
	Sig. (2-tailed)		.000
	N	40	40
Islamic Character	Pearson Correlation	.766**	1
	Sig. (2-tailed)	.000	
	N	40	40

**. Correlation is significant at the 0.01 level (2-tailed).

In the results of the correlation test above, it was found that the correlation between the development of independent santri on Islamic character was 0.766 with a significance level of p= 0.000 < , α = 0.05 then when compared with the value of r_{tabel} sebesar 0.349 obtained by amount N = 40, then value r_{hitung} 0.766 bigger than r_{tabel} (0,766>0,349). In conclusion, there is a relationship between fostering independent santri in building Islamic character, which is solid and positive.

Departing from the above, it can be understood theoretically that coaching is an activity carried out continuously in everyday life that is expected to become a good habit (Ulum, 2019; Noor, 2020). With the guidance of the santri carried out by the pesantren based on the research results, it can increase the values of the independence of the santri, which are measured in the four dimensions of the independent santri. Having a desire to learn, students no longer need encouragement from others to want to learn. If it is distinguished from regular schools, students independently have their learning initiatives in Islamic boarding schools. This aligns with the theory of interest, especially someone to want to learn, which is the psychological aspect of someone who pays great attention to specific activities and encourages the person concerned to carry out these activities (Omiyefa, 2021; Saripudin et al., 2021). About learning activities, interest is the driving force for achieving the desired goals; without interest, learning goals will not be achieved(Tiwa et al., 2018; Engin, 2020). The author can conclude that interest is a mental state that becomes the driving force in achieving a specific goal.

It cannot be denied that the form of responsibility is the highest reflection for a santri in terms of his independence. Because in its implementation, this is difficult to realize regarding the quality of oneself and accountability to oneself. Responsibility is a person's willingness to do the best learning task in all the consequences that accompany it (Ningrum et al., 2020; Jarkovská & Jarkovská, 2020). Responsible people believe that they have something valuable to give to others and believe that others can feel the same way about them (Lickona, 1991).

Furthermore, students' independence is illustrated by how much students can make decisions. Students' skills in decision making are the ability to control themselves, so social stimuli do not easily influence them by using decision-making steps, namely identifying problems, gathering information, verifying, determining alternative solutions to problems, and choosing the best solution (James-MacEachern et al., 2017; Williams & Sato, 2021). Decision-making skills in students are essential for the formation of students' independence because the inability of students to make decisions will cause them to overcome problems in pesantren which are difficult to involve the roles of parents and adults because education is carried out in pesantren. Therefore, decision-making skills are a competency that students in building student independence must possess.

Having self-confidence, the last dimension that describes the development of independent students. A person needs self-confidence to succeed because self-confidence plays a role in encouraging and motivating individuals to react appropriately to challenges and opportunities to foster a high level of independence. Individuals who have self-confidence tend to make friends and communicate easily without feeling tense or uncomfortable feelings. When reaching a certain age, sometimes individuals hope to have a certain level of confidence that can make individuals ready to face any

situation. Success in any field is difficult to achieve if the individual concerned lacks self-confidence. Self-confidence is associated with the ability or courage of individuals to take actions that carry not only physical risks but also psychological risks. Individuals can be said to have no self-confidence if they do not dare to speak or appear in public and are embarrassed to express their ideas in discussions and meetings.

In Islamic boarding schools, student character is also essential and becomes a different identity. Where students are directed, and their character is formed with Islamic values. Character education in Islamic boarding schools has advantages, especially in instilling noble values in students. Santri considers the teacher (ulama) as a portrayed figure who has advantages and feels tiny and lacking in front of his teacher. Such phenomena are almost found in every pesantren, although some pesantren change their paradigm due to the demands of the situation.

Character formation must be systematic and continuous, involving knowledge, feeling, love, and action (Lukman et al., 2021). Character formation can be likened to the formation of a person into a bodybuilder (who requires continuous "moral muscle training" to become solid. Education as an effort to build character is an integral part of the orientation of Islamic education. The goal is to shape one's personality to behave honestly and responsibly, respect others, be fair, non-discriminatory, egalitarian, hardworking, and other superior characters (Herwin & Nurhayati, 2021).

As for the values applied in shaping the character of Islamic students at the Ar-Risalah Islamic Boarding School, Ciamis is none other than the role model for Muslims, namely the Prophet Muhammad SAW, who has the characters of Sidiq, Tabligh, Amanah, Fathonah. Through the STAF approach, students have Islamic characters that have been exemplified by the characteristics of the Prophet Muhammad, such as sidiq, tabigh, amanah, fathanah. Sidiq means being consistent with the truth both in speech, attitude, and behavior of Tablighi means having the ability of physical mobility and high social awareness. Amanah means honesty, moral integrity, commitment to duties, and obligations. Fathanah means reasoning intelligence, the ability to capture various realities and phenomena faced based on the nature of the staff (Sidiq, Tabligh, Amanah, Fathanah) of the Prophet Muhammad.

Thus, fostering independent santri has a strong foundation in the tradition of santri life with an Islamic character. From a religious perspective to a philosophical foundation, both of them support each other in developing Indonesian human character. However, this is still in a normative-idealistic context requiring practical–realistic elaboration. Therefore, it takes a joint effort from various parties to actualize the normative side in a more authentic life. Good character is the capital for humans to become a nation capable of realizing a safe and prosperous life because one of the essential instruments that influence the progress of a nation is their character or morals.

CONCLUSION

The results showed that the development of independent santri has a strong and positive influence on the development of the Islamic character of the santri. The guidance of students is carried out to foster an independent and perfect personality and can be responsible, or an effort, influence, protection in the assistance given to children that are aimed at the child's maturity, or more quickly to help children to be proficient in carrying out their life tasks. Through the development of independent students who are carried out consistently in daily life, it is proven that they can build the character of Islamic students by adhering to the values taught by the Prophet Muhammad. Rosul's teaching values, namely Sidiq, Amanah, Tabligh, and Fatonah, which are taught in Islam, must color students' lives in daily behavior because Islam does not teach noble moral values only as theories are not reached by reality. The applicable values taught by Rasulullah SAW, namely SATF, can be found by anyone who pursues Islamic teachings or moral education taught in Islam.

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